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- (5) The spelling lists are compiled from the lessons, and are arranged on the principles of word-building
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"The King only looked at her grimly with his cold eyes."

[See page 115.]

THE  
PALMERSTON  
READERS

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BOOK II

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LONDON

BLACKIE & SON, LIMITED, 50 OLD BAILEY, E.C.  
GLASGOW AND DUBLIN

1897

## PREFACE

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The first object of the present series of Reading Books is to provide good, fresh, and interesting lessons, of a kind to catch the instant attention of young readers, to foster in them a love of reading, and to cultivate their taste. A second object has been kept in view, namely, to inculcate, by hint and suggestion rather than unmasked precept, those virtues private and public which in either sex go to make the good citizen. In particular, the later books of the series are designed to help the pupils to realize their citizenship of the British Empire, and to encourage a true-hearted and intelligent patriotism. Stories of exploration and industry, of heroic deeds and everyday life in all parts of the British dominions, should give the readers clear ideas of the extent and the varied character of the Empire and its peoples, at once enlarging their knowledge and widening their sympathies. This imperial scope of the series suggested its title, for the name of Viscount PALMERSTON is to-day honoured by all parties as that of a resolute champion of the might and standing of Britain.

Every prose lesson is followed, in Book I. by a transcription exercise, in the other books by a threefold composition exercise founded upon it. These exercises form a systematic graded series, and any pupil who has carefully worked them should have attained some com-



mand of simple constructions. At the end of each book are lists of words for spelling, selected from the reading lessons, and grouped according to the principles of word-building. The notes and meanings which follow, in the later books, explain all words and allusions of special difficulty, and are illustrated wherever an illustration adds interest or lucidity to the explanation. Finally, to the second and all following books a brief English grammar has been appended. In this the Sentence is taken as the starting-point, the exposition has been made as simple and as logical as possible, and the examples and exercises are taken from the reading lessons.

The illustrations have for the most part been drawn specially for the series, by some of the best modern artists in black and white. In the earlier books, pictures artistically printed in colours have been included, as specially attractive to the very young.

# CONTENTS

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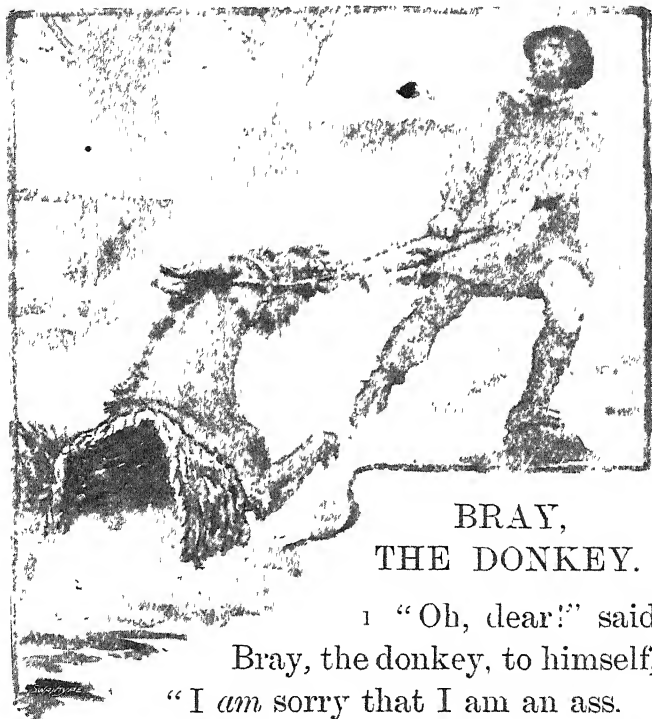
	PAGE
BRAY, THE DONKEY . . . . .	9
<i>THE BROWN THRUSH</i> . . . . . <i>Lucy Larcom</i>	12
DON'T BE A COWARD . . . . .	14
PIT, THE MONKEY . . . . .	16
GRACE AND THE RAINBOW ( <i>Two Lessons</i> ) . . . . .	20, 22
<i>A TRUE STORY</i> . . . . .	25
DICK AND HIS CANARY ( <i>Two Lessons</i> ) . . . . .	29, 32
THE DOLL'S SHOEMAKER ( <i>Two Lessons</i> ) . . . . .	35, 37
<i>WHEN THE FISHING BOAT COMES IN</i>	40
ANIMALS THAT LIKE MUSIC . . . . .	42
HOW SOFT-FOOT LEARNED TO BE CONTENT . . . . .	45
A BASIN OF SOUP ( <i>Three Lessons</i> ) . . . . .	48, 52, 54
<i>A BOY'S SONG</i> . . . . . <i>James Hogg</i>	57
PETER'S DONKEY . . . . .	58
TOM SMITH'S SHOES ( <i>Four Lessons</i> ) . . . . .	62, 65, 68, 71
<i>A WONDERFUL POOL</i> . . . . .	75
THE ROBIN'S NEST IN THE GLUE-POT	77
THE STORY OF MASCO . . . . .	80
CONTENTMENT, OR FORTUNE AND THE BEGGAR . . . . .	83
<i>WYNKEN, BLYNKEN, AND NOD</i> <i>Eugene Field</i>	86
A PRICELESS DOG . . . . .	88

	PAGE
THE LITTLE BUGLER ( <i>Two Lessons</i> ) . . . .	91, 94
BRUNO'S BAD LUCK . . . .	97
<i>THE PIG AND THE HEN</i>	<i>Blue Cery</i> 100
THE VILLAGE BY THE LAKE ( <i>Two Lessons</i> )	104, 107
<i>THE LEAVES AND THE WIND</i> . . . .	111
PRINCESS ELLA ( <i>Three Lessons</i> )	113, 115, 118
<i>LITTLE BIRD</i> . . . .	<i>A Child</i> 120
A CLEVER CAT . . . .	121
KRYLAND ( <i>Two Lessons</i> ) . . . .	124, 126
<i>MRS. L'S SONG</i> . . . .	<i>William Blake</i> 130
LIST OF WORDS FOR WORD-BUILDING . . . .	131
SOME PECULIARITIES IN SPELLING . . . .	136
GRAMMAR . . . .	141

The titles in italics are those of Poetical Lessons

## SECOND BOOK.

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### BRAY, THE DONKEY.

1 “Oh, dear!” said  
Bray, the donkey, to himself,  
“I *am* sorry that I am an ass.

2 “I wish I were a man. Men have the  
best time of it. Look at my master, now.

How would *he* like to carry these two great baskets full of salt?

3. "Every day it's the same: driven to market, loaded up with salt, and driven home again. Oh, how my poor sides do ache!"

4. "Gee up, you lazy animal!" cried Bray's master behind. Just then, Bray came to a stream which he had to cross on the way home. He stepped in, but slipping on a smooth stone, he fell down, and the water almost covered him.

5. "Bother!" he said, as he picked himself up, and went on his way. But much to his surprise and joy, he found that his load was gone. The baskets were empty, for the water had washed all the salt away.

6. Bray smiled. "What a lucky fall that was!" he said to himself.

7. Next day he was coming home the same way, groaning under his heavy load as before. "But I will get rid of it in that useful stream," he thought; and when he came to it, he artfully fell down.

8. "I am not such an ass after all," he said, as he saw the salt again floating down the stream.

"So ho!" said his master, who saw through the trick. "I must teach you a lesson, Mr. Bray."

9 So next day, when they went to market, he filled Bray's baskets with sponges instead of salt. The load was very light, but Bray was so lazy that he hated to carry anything, even his empty baskets.

10. Coming to the stream, he took care to fall again, thinking that the sponges would be washed away like the salt. But when he tried to get up, he felt himself pulled down by a heavy weight on each side.

11. "Whatever is the matter?" he thought. Poor donkey! he did not know that sponges hold much water, and that water is heavy. When he did get up, he felt that his load was ten times as heavy as before.

12 Bray did not smile this time. He was very sad as he trudged along home.

“I would rather carry the salt,” he said.  
 “I *am* sorry that I am an ass.”

(a) Complete the sentences by putting in stating-part —1. Bray  
 . 2. The water . 3. The baskets 4 The load 5. The  
 sponges 6 Sponges 7 Water .

(b) Answer the following questions in sentences —1. What did  
 Bray wish? 2. When did Bray fall? 3. What happened to the salt?



- 1 There's a merry brown thrush sitting up  
 in a tree;  
 He's singing to me! he's singing to me!  
 And what does he say, little girl, little  
 boy?  
 "Oh, the world's running over with joy!

Don't you hear, don't you see?  
Hush! look! In my tree  
I'm as happy as happy can be!"

- 2 And the brown thrush keeps singing,  
"A nest do you see,  
And five eggs hid by me in the juniper-  
tree?  
Don't meddle, don't touch, little girl,  
little boy,  
Or the world will lose some of its joy!  
Now I'm glad, now I'm free!  
And I always shall be  
If you never bring sorrow to me."
- 3 So the merry brown thrush sings away  
in the tree,  
To you and to me, to you and to me,  
And he sings all the day, little girl, little  
boy:  
"Oh, the world's running over with joy!  
But long it won't be,  
Don't you know, don't you see?  
Unless we're as good as can be."



## DON'T BE A COWARD.

1 The sky was black as pitch; no stars were to be seen; but the road was covered with fresh-fallen snow, so that Ben and Jack could just see their way.

2. They had been to a Christmas party, and being sturdy country boys, thought nothing of the five-mile walk home.

3. Two miles from home, their way lay through the churchyard. The village people did not much like going through the churchyard at night, and when the boys came to it, they began to run.

4. Just half-way across, they stopped with a sudden jerk. "What was that?" said Ben in a whisper. A faint cry was heard.

5 "Is it a ghost?" said Jack.

"Of course not," said Ben. "There are no ghosts. Let us go and see."

"Oh, I am afraid!" said Jack, timidly. "Let us run home, Ben."

6 "Nonsense; don't be a coward!" cried

Ben. "I am going to see what it is. There is the sound again."

Ben turned off the path, and began to peer about all over the snow-covered turf. Jack was a little afraid, but saying "I'll try to be brave", he followed Ben.

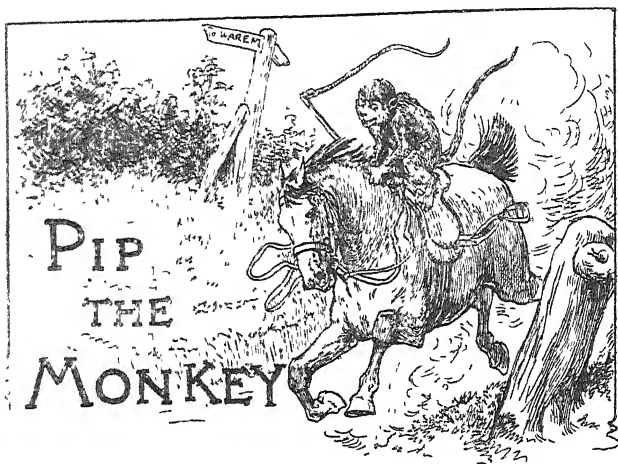
7 As the boys walked about, the cry sounded louder. Guided by it, they came to what seemed a little heap of snow. But it moved. "What is it?" said Jack.

8 Ben touched it. "Jack," he cried, "I think it's an animal!" He stooped, and lifted a small white rabbit. "Poor thing, its leg is broken!" said Ben. "I wonder how it got here. We must carry it home."

9 So he put it inside his coat, and both boys ran home as fast as they could. Their mother bound up the broken leg, and gave the rabbit some food and a straw bed.

10. It was some days before the rabbit was quite well, and then it had become so fond of the boys that it seemed quite willing to stay with them. So they kept it for their pet and playfellow.

1. Complete the following sentences — 1 The village people  
 2 Ben began 3. He put 4 It had become  
 5. Answer in sentences:—1. Where had Ben and Jack been? 2 Why  
 did they stop suddenly? 3 Why did the rabbit cry? 4. What did the  
 boy do with the rabbit?



1. Little Pip, the monkey, was full of tricks. He was born so. But his tricks seldom did much harm, for the little fellow had a kind heart.

2 But one day he got into great trouble. This is how it was. A gentleman was calling on his master, and had left his horse standing alone at the gate.

3 Pip was looking out of the window, and saw the horse. "Now for a bit of fun!" he thought. He rushed out of the house, and, jumping on the horse's back, pulled hard at the reins.

4 The horse at once set off at a fast trot down the road, though he could not make out who was on his back; for Pip was not nearly so heavy as his usual rider.

5. Away he went; it was a quiet, country road, and no one stopped him. Indeed, only one little boy saw the strange sight, and he thought it fine fun, and cried "Hooray!"

6 Once or twice the horse felt that it was time to stop, but Pip still drove him on. At last, tired of his long ride, the monkey slipped from the saddle to the ground, and made his way back. But the horse went on, until he came to his own master's house.

7. There the servants were very much alarmed when they saw him come to the gate, hot, dirty, and without a rider.

“ Master must have been thrown off,” said the stableman; “ and perhaps he is killed!”

8. So he ran off towards the town, to see what had become of his master. Servant and master met half-way, the latter in much distress at the loss of his horse.

9. He was pleased to hear that it was quite safe. “ But I wonder,” he said, “ what made him run away.”

10. Then the boy, who had seen the monkey's trick, came up and told all about it. The gentleman laughed at the story; but Pip's master, when he heard it, gave the poor monkey a sound whipping.

11. Pip never rode on horseback again.

(a) Complete the sentences by putting in stating-part:—1. His tricks      2. The little fellow      3. A gentleman      4. Pip  
5. The monkey      6. The servants

(b) Answer in sentences —1. Who was Pip? 2. Where did the gentleman leave his horse? 3. What did Pip do? 4. Where did the horse go after Pip left? 5. What did the servants think?

very far away? Perhaps if I walked along the road I might reach it, and get some of the colours for my painting book. I will go and see."

7. So Grace put on her hat, and took her pink sunshade with her; for it was still raining. First she ran down the garden path, stepping in all the puddles, for her eyes were fixed on the rainbow.

8. Then she lifted the latch of the gate, and walked along the road towards the rainbow. She walked for a long time, and yet the rainbow did not seem any nearer.

9 "Dear me," she said, stopping for a moment to rest; "I did not think it was so very far away."

(a) Complete the sentences —1 Ram                      2 Black clouds .....  
3 The trees                      4 The sky                      5. A rainbow                      6 Grace

(b) Answer in sentences —1. What did Grace wish to do? 2. Why did she cry? 3. Where was the rainbow? 4 What did Grace try to do?

## GRACE AND THE RAINBOW.—II.

1. Going on again, Grace came to a stile which led into a wide field. She climbed over this, and set off to walk across the long grass. The rainbow was still in front of her.

2. By this time her shoes and socks were soaked with rain. Her bare legs above her socks were wet and cold; her dress hung limp; her sunshade was wet through, and pink drops of water fell from it on to her arm.

3. Looking over the hedge, she saw a cow gazing at her from the next field. At once she began to run as fast as she could, for she did not like cows.

4. When she stopped for want of breath, she said: "Now I will have a little rest, and then go on again to find the rainbow." But when she looked up in the sky, the rainbow was gone.

5. Poor Grace began to cry. She felt cold, and wet, and hungry; the sky looked

so black without the rainbow, and she had come so far from home. She sat down on the stump of a tree, and sobbed as if her heart would break.



6. "What is the matter, little maid?" said a kind voice behind. Grace looked up, and saw an old gentleman with very white hair and very kind eyes.



7. "Please, sir, I ran after the rainbow, and the rainbow has run away from me." Grace could hardly speak for sobbing.

8. "My poor child," said the old gentleman. "the rainbow only comes when the sun is shining. See, there is the sun again, peeping between the edges of the clouds."

9. Grace looked up, and forgot her sorrow when she saw the noble sun.

"Now, look behind you," said her new friend. Grace turned, and there again was the rainbow, faint at first, then clear and bright.

10. "Now I will run after it again," said Grace, starting up.

"Stay, little maid," said the old gentleman. "You can never catch a sunbeam. You will never reach the rainbow. But there it shines in the sky, to tell us that the black clouds will break and the darkness hurry away; for, though the clouds may hide him from us, the sun is shining, strong and bright."

11. Grace was sorry that she could not

get any of the rainbow colours. But she was so wet and tired, that she was quite glad when the old gentleman took her up in his kind arms, and carried her to her home.

(a) Complete the sentences:—1 Grace                      2 The rainbow  
3. Her bare legs                      4. Her sunshade                      5. Drops of water

(b) Answer in sentences —1. What did Grace do when she saw the cow? 2. Why did she stop? 3. Why did she cry? 4. Whom did she see?

## A TRUE STORY.

1 “Where is the baby, Grandmama?”

The sweet young mother calls,  
From her work in the cosy kitchen  
With its dainty whitewashed walls.  
And Grandma leaves her knitting,  
And looks for her all around;  
But not a trace of baby dear  
Can anywhere be found.

2. No sound of its merry prattle,  
No gleam of its sunny hair,  
No patter of tiny footsteps,  
No sign of it anywhere.

All through the house and garden,  
Far out into the field,  
They search each nook and corner,  
But nothing is revealed.

3 And the mother's face grew pallid,  
Grandmama's eyes grew dim,  
The father is gone to the village,  
No use to look for him.  
And the baby lost! "Where's Rover?"  
The mother chanced to think  
Of the old well in the orchard,  
Where the cattle used to drink.

4 "Where's Rover? I know he'd find her!  
Rover!" In vain they call,  
Then hurry away to the orchard—  
And there, by the moss-grown wall,  
Close to the well, lies Rover,  
Holding the baby's dress,  
Who was leaning over the water's edge  
In perfect fearlessness.

5 She stretched her little arms down,  
But Rover held her fast,



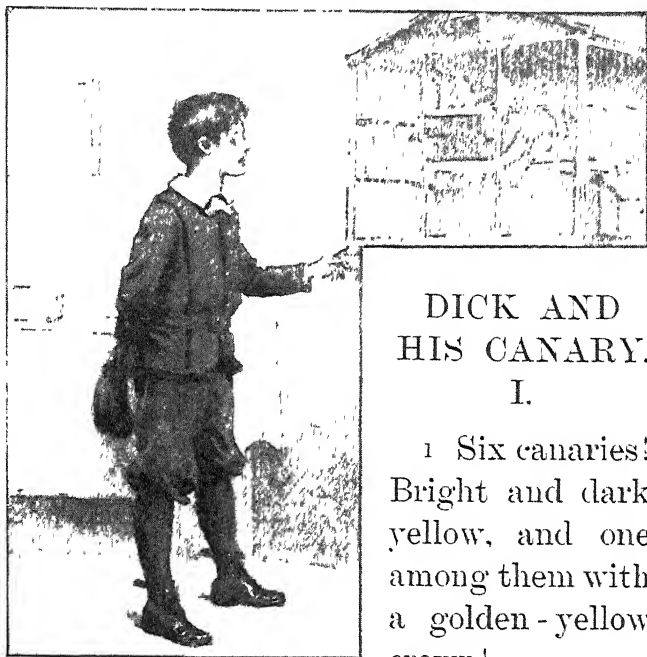
"Close to the well, lies Rover, holding the baby's dress."

And never seemed to mind the kicks  
The tiny bare feet cast  
So spitefully upon him,  
But wagged his tail instead,  
To greet his fearful mistress;  
While naughty baby said:

6 “There’s a little girl in the water,  
She’s just as big as me;  
Mama, I want to help her out,  
And take her home to tea.  
And Rover, he won’t let me,  
And I don’t love him. Go  
Away, you naughty Rover!  
Oh! why are you crying so?”

7. The mother kissed her, saying,  
“My darling, understand,  
Good Rover saved your life, my dear—  
And see, he licks your hand!  
Kiss Rover!” Baby struck him,  
But Grandma only smiled;  
She said, “She knows no better yet;  
She is only a little child.”

ABBE KINNE, in *Baldwin's Monthly*. *Queensland Leader*



## DICK AND HIS CANARY. I.

<sup>1</sup> Six canaries!  
Bright and dark  
yellow, and one  
among them with  
a golden-yellow  
crown!

How Dick Day's eyes sparkled, as he watched them hopping about from perch to perch, in a large cage at his aunt's house.

<sup>2</sup> "Which do you like best, Dick?" asked his aunt, after watching the lad for some time.

Which? Ah! that was hard to say. They were all so pretty. Dick stood look-

ing, first at this one, then at that, quite in doubt as to which he liked best.

a. "Have you a bird-cage at home, Dick?" she asked.

"Yes, aunt," was the reply.

"Well, then," said his aunt, "choose one of these birds, and I will make you a present of it."

1. Dick blushed with joy; he felt so happy.

His aunt put her hand into the cage, and caught one of the birds. "Take this," she said to Dick; "and don't hold it too tightly, or you will perhaps hurt it." It was the bird with the yellow crown.

2. Dick held the little bird very carefully in his hands. His heart beat with joy almost as fast as the heart of the bird beat with fear.

3. He had only to go round the corner of the next street to his own home. There was no one in the street but an old lame man, who was walking slowly along on the shady side, with the help of a stick.

4. All at once the old man struck his foot

against a stone, and fell heavily forward. In a moment Dick rushed to his side, helped him to rise, and picked up his stick for him. "Thank you, my lad," said the old man, "for your kindness to a poor old cripple."

8 But suddenly the boy's manner changed. His merry face became sad, and he could hardly keep back his tears. He stood looking around as though he had lost something.

Ah! there flew his little canary. In his haste to help the old man, Dick had forgotten the bird and opened his hand, and it was gone.

9. "My bird! Oh, my pretty bird!" he cried, as he ran after it. He could not catch it: the little creature was soon out of sight among the bushes in the next garden.

10. Dick was so vexed that he did not know what to do.

He was almost sorry he had helped the old man, who had walked quietly away without seeing what the boy had lost.







## I.

1. "My dear, I am going to take you to the doll's shoemaker," said Flo, as she dressed Trinkets in a smart hat and gown. "You must have a new pair of shoes, since naughty Tramp has torn up your old ones."

2 Flo and her mother were on a visit to Germany. They were now staying in a pretty village in Saxony, where hundreds of toys are made every year.

3. "I think," added the little girl, as she set out to walk with her mother; "I think Trinkets must be very happy here; for this seems to be Dolly-land, and real people are like strangers walking through it."

4. "Dolls are looking out of all the windows. In the tiny gardens dolls are hanging up to dry. We see them everywhere. I didn't know there were so many in the whole world."

5. "Yes," replied her mother, "more dolls are made here in Saxony than in any other country. In that room over there, a lame girl earns her living by painting dolls' faces."

6. "Oh, what fun!" cried Flo. "It must be just like playing all the time."

"I am afraid that she finds it rather hard work," said her mother, "and that she is but poorly paid."

7. "Over there at the corner is a place for making dolls' wigs," she went on, as she led Flo through the narrow streets, while Tramp trotted along in front.

(a) Complete the sentences —1. . has torn up your old ones.  
2. . . are like strangers 3. . are hanging up to dry. 4. ... earns her living.

(b) Answer in sentences.—1. Where was Flo to take Trinkets?  
2. Why did Flo think Trinkets should be happy? 3. How did the lame girl earn a living?

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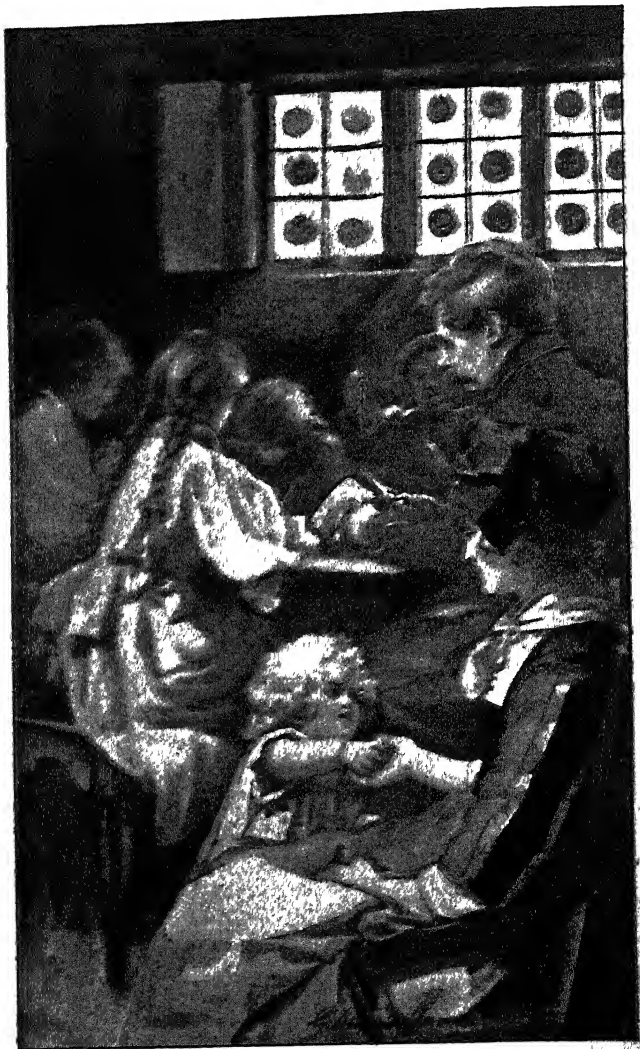
## THE DOLL'S SHOEMAKER.—II.

1. At last they came to the shoemaker's. It was a queer little room, like a fairy's workshop, Flo thought. The people in it were as busy as bees, and did not seem to think there was much fun in their task. The whole family were working at the trade.

2. The father was blind, and it was strange to see how neatly he cut out tiny boots and slippers, from sheets of red, blue, and bronze leather. - The mother and the older girls were stitching the small pieces together.

3. The younger children pasted the soles, or sewed on the tiny buttons. Even the baby, a chubby little fellow, helped. He toddled to-and-fro, and carried the bright bits of kid to one, or a thread of gay silk to another.

4. They were all glad to see Flo, and made friends with Tramp at once. They were as pleased to make the shoes for Trinkets as if she had been a great lady instead of a doll.



The Doll's Shoemaker and his family.

5. It was odd to see the blind shoemaker gravely take her measure, and to hear him ask if she wore her shoes tight or loose, and what colour would best suit her.

6. As Trinkets could not speak for herself, Flo chose for her a lovely gilt leather. In a minute the shoes were cut out, and the soles looked like shining prints of Trinkets' tiny feet. Then the making of them began.

7. The mother stitched, and the children pasted, and sewed on the buttons. Thus, while Flo and her mother were talking to the workers, the pretty shoes were made.

8. Flo's mother slipped a coin into the baby's hand. "Oh, that is too much!" cried his mother. "That would buy half a dozen pairs."

9 "It is what we should have to pay at home, and I do not think it any too much for such pretty shoes," said Flo's mother.

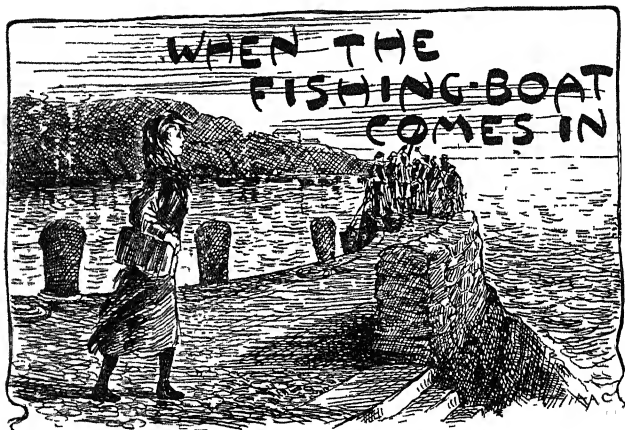
10. Then she and the little girl bade the family good-bye. After a merry leave-taking between Tramp and the children, Flo went home as happy as if she had

herself been fitted with a pair of golden shoes.

—MARY CATHERINE CROWLEY.

(a) Complete the sentences.—1 ... thought 2 were as busy as bees 3. . was blind 4 . pasted the soles. 5. helped

(b) Answer in sentences.—1. What was the shoemaker's room like? 2. What were the family doing? 3 What did the father do? 4 How did the baby help?



- 1 When the fishing-boat comes in, my lads,  
 When the fisher folk come in,  
 Oh! who will go down to the sparkling  
 sea,  
 To ask what the fishers have brought to  
 me?

When the fishing-boat comes in, my lads,  
When the fisher folk come in.

2. Fisher folk, fisher folk, do let me see  
All that you've caught in the merry blue  
    sea.

Toss them all out on the soft gleaming  
    sand,

Poor little fishes, so soon brought to land;  
Cod, sole, or herring, whatever they be,  
All fish are welcome just fresh from the  
    sea,

When the fisher folk come in, my lads,  
When the fisher folk come in.

3. The storms may rage, and winds may  
    blow;

But, sunshine or rain, we will always go  
To see the treasures from the deep

All lying in a shining heap,

When the fishing-boat comes in, my lads,  
When the fisher folk come in.

—*The Rosebud Annual.* By permission.

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## ANIMALS THAT LIKE MUSIC.

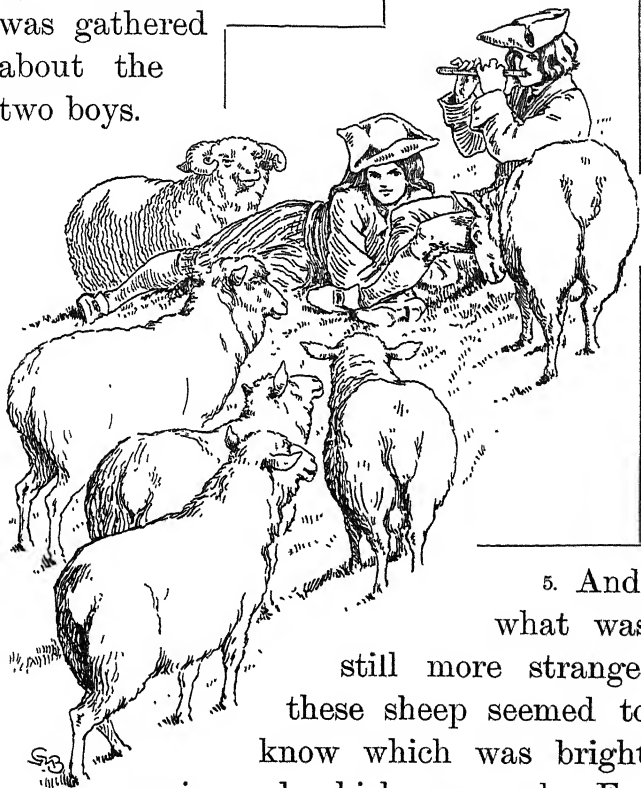
1. Some animals like music, and some do not. I have heard dogs set up a doleful howl whenever the piano was played. I have seen the horses of the Life Guards step out quite proudly, when they heard the band.

2. A story is told about Joseph Haydn, a great man who made some charming music. When he was quite a lad he took a short trip through Italy with a boy of his own age. They went on foot, carrying their bags on their backs, and sleeping at night in the open air.

3. They were both fond of music; indeed, Haydn was a clever player. They had with them a flute, which they played in turn, when they sat down by the wayside to eat or to rest. They crossed mountains and hills, and upon the green slopes there were many flocks of sheep feeding.

4. One day, as Haydn was playing near a flock of these sheep, he noticed that they

lifted up their heads as though they were listening. One after another they came nearer and nearer, until by and by the whole flock was gathered about the two boys.



5. And, what was still more strange, these sheep seemed to know which was bright music, and which was sad. For

when Haydn played a gay tune, they came up close, and rubbed themselves against his legs to show their joy. But when he played sad music, they let their heads droop, as though they were in pain.

6. I have heard a story, too, of another flute-player, who played to a flock of sheep and goats on these same mountains. When it was time for the flock to go home, they refused to go, so long as he played.

7. If the music stopped for a moment, the shepherd was able to get them started on the way; but the moment the music began again, they turned back, and he could do nothing with them. So he had to beg the man to stop playing, until his sheep and goats were out of hearing.

(a) Complete the sentences.—1. . . like music. 2. .. was a clever player. 3. ... was gathered about the two boys. 4. . . stopped for a moment.

(b) Answer in sentences:—1 Where was Haydn travelling? 2 What did he notice? 3. What did the sheep do when he played a gay tune? 4. What when he played sad music?

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## HOW SOFT-FOOT LEARNED TO BE CONTENT.

1. "I am tired of this old cabbage," said Soft-foot one day. Soft-foot was a little gray rabbit. Now the cabbage with which Willie Dell was feeding him was quite nice and crisp. But then Soft-foot had a bad habit of grumbling at most things.

2. "I am sick of this old hutch, too," he said. "I want to see something new."

"So do I," said Dumpy, who always said what Soft-foot did.

"Foolish children," said Mother Bunce, "you don't know what you want."

3. About that time heavy rains were falling, and the river which ran past the rabbit's home became very full. Soon it overflowed its banks, and spread out far over the land.

4. By good luck Mother Bunce and her family were out of their hutch when the water flowed over it, or they would have been drowned.



5 But they could swim, and so, when the water lifted them off their feet, they swam to a big tree that stood out of the water. They scrambled up the rough bark—Dumpy first, then Mother Bunce, while Soft-foot came last.

6. “Ugh, ugh!” he said, as the water dripped off him. “This is dreadful! If ever I get back again to our hutch, safe

and sound, I won't wish for new sights any more. I have seen new sights enough."

7 "So have I," said Dumpy. And she shivered as she slipped and almost fell back into the water.

8 They had to stay on that tree for four days. Then the water went down, and they crept feebly home. The hutch was damp and muddy.

9 "But it is the dearest old hutch in the world," said Soft-foot. "So it is," cried Dumpy.

How hungry they were! They ate the cabbage; and, though it was soaked with water, they said it was very sweet. Mother Bunce never heard them complain of their food again.

(a) Complete the sentences.—1. . was a little gray rabbit.  
2. . . was quite nice. 3 . was feeding him. 4. . . were falling  
5. . . went down 6 . was damp

(b) Answer in sentences.—1 What was Willie Dell doing? 2. What bad habit had Soft-foot? 3. Of what were Dumpy and he tired? 4. How long had they to stay in the tree?

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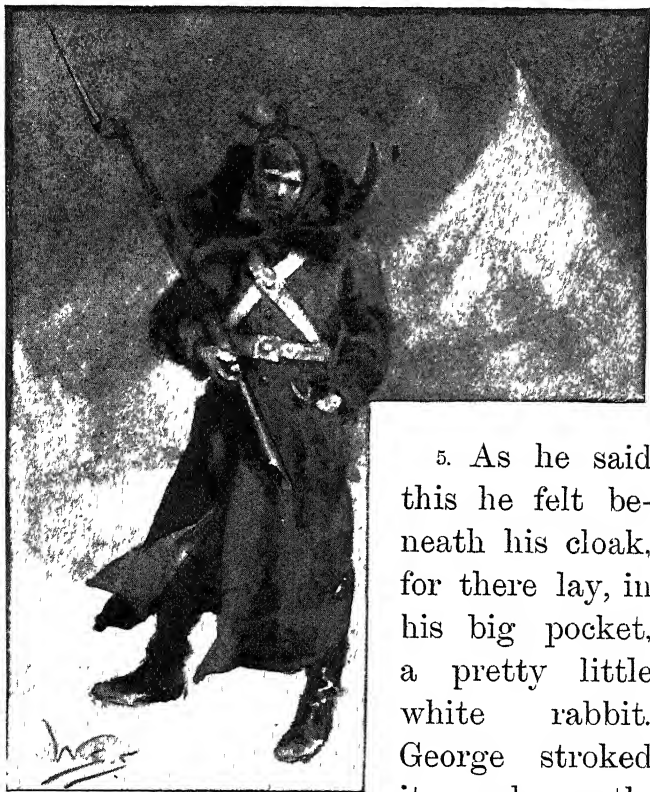
## A BASIN OF SOUP.—I.

1 Nearly forty years ago, our country was engaged in war in the south-east of Europe. The soldiers who took part in it suffered very much at times, from cold and want of food.

2. One winter night, a soldier named George Scott was walking up and down on guard. It was a wild night. The wind howled through the camp. Snap went the poles, crack went the canvas of the tents; and many a soldier shivered that night, and thought of his home in England far away.

3. George Scott was one of these. He was cold and hungry. "Don't I wish I could have a piece of good beef, or, better still, a basin of warm soup," he said to himself.

4. "Yes," he said again, "I *should* like a basin of soup, only—you mustn't make it, little Snowball. That would never do. Why, I would rather go hungry for days."/



5. As he said this he felt beneath his cloak, for there lay, in his big pocket, a pretty little white rabbit. George stroked it, and gently

tickled its ears.

Through all the hardships of that sad war Scott had kept his little pet alive. When he played with it, it made him think of his home in England.



6 Now, as he passed the door of the building he was guarding, he looked inside, and saw something which made him feel very sad. A young officer lay sick on the ground, and was being nursed by his friend, an old captain.

7. "I should like a basin of soup," moaned the sick man. "Soup?" said his friend. "I should like you to have it. But where is it to come from? We have hardly any food—and nothing at all that would make soup."

8. Scott moved away from the door. His fingers touched the rabbit, and he was troubled. Should he kill Snowball to make soup for the sick man? Could he spare his little pet?

"No," he said to himself, "I have starved myself to feed my rabbit, and I can't kill it."

9 But the thought came: "The young officer will surely die for want of food. Snowball might save his life."

At last George made up his mind.

10. He went to the old captain, and said,

as he pulled Snowball out of his pocket: "Please, Captain, make the officer some soup." As he said this, poor George's voice was low, and his eyes were moist with tears.

The captain stared at him as he took the rabbit. "It will save the lad's life," was all he said.

11. In less than an hour a pot was boiling, and soon the sick man was being fed. "That was indeed good," he said, as he finished. "How can I thank you for it?"

"By going to sleep, lad," his friend replied; and after a time the lad *did* go to sleep. When he awoke, all danger had passed. Snowball had saved his life.

(a) Complete the sentences:—1 .      was engaged in war. 2. ..  
howled through the camp 3 Snap went .. 4. Crack went 5. For  
there lay .. 6.      will surely die.

(b) Answer in sentences —1. For what did George Scott wish?  
2. What pet had he? 3. What did he hear the sick-officer say?

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## A BASIN OF SOUP.—II.

1. The war was over at last, and George Scott returned to England. Years passed away.

One morning, a boy, with a fine ruddy face, was sitting on the beach of an English seaport. He seemed rather cross, as he threw pebbles into the sea at his feet.

2. He was thinking to himself: "They say that once on a time the people of this town gave the king four golden herrings. Each herring had eyes of rubies. I wish I had only one of these fish. I could buy a shop with it for Father and Mother, and give presents to my brothers and sisters."

3. Almost without knowing it, he spoke aloud, and said: "Yes, I should be pleased to have a golden herring."

4. A gentleman who was passing heard him, and said: "That's a kind of herring we should all like to find on our plates, my boy. But tell me, what is your name, and why do you wish for a golden herring so much?"

5. Then the boy said that his name was Harry Scott, and that his father had been a soldier. In the war he had lost an arm, and now found it hard to get work. At home they were very badly off.

6. "But Father can do many things as well as men with both arms," said the lad. "Mother says he is a very 'handy' man.

"And he can tell some fine stories, too. You should hear him tell one about a white rabbit he once had. It made a basin of soup, and saved an officer's life."

7. "I should like very much to hear about that," said the gentleman.

"Well, would you like to hear Father himself tell the tale?" said Harry.

"Indeed I should; for I fancy your father is a man I have long wished to see. Will you take me to him?"

8. "Yes, sir," said the lad. "Follow me, if you please."

(a) Complete by supplying words answering the question, 'Whom?', or 'what?' —1 The town gave the king      2 Each herring had      3 Mother says      4.      said the gentleman.

(b) Answer in sentences —1 For what did the boy wish? 2 Why did he wish for a golden herring? 3. What did he say his father could do?

## A BASIN OF SOUP.—III.

1. The stranger followed the lad for about a mile, when the boy said: "Here's home!" and the gentleman turned into a neat little cottage.

2 In a corner sat a tall man reading. On his breast he wore a cross that had been given to him for bravery. He came forward and saluted the gentleman, who said:

"Your name is Scott, is it not?"

"It is, sir."

3. "Well, my name is Raymond—Major Raymond. You once saved my life by giving your pet rabbit to make me a basin of soup. I have been abroad for years, but have always wished to meet you.

4. "My friend, the old captain, was killed the day after making the soup, and I never learned the name of the soldier who gave his pet for me. To-day I have heard it for the first time from the lips of your son.

5. "Now, my friend, listen to me: I am a rich man, and have a large house not far



"A tall man . . . came forward and saluted."

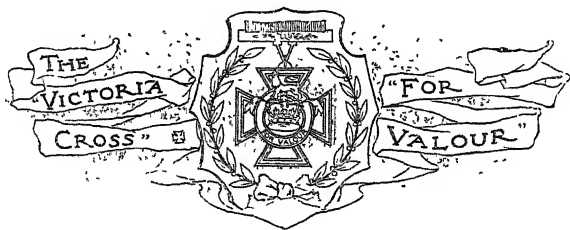
from this town. I want a man I can trust, to live in the lodge at the gates. Will you come to me?"

6. "I will come this minute, your honour," said George Scott. "And I thank you heartily, for I have these growing pets of my own to feed." As he spoke, he looked fondly at his three children. "And I will do my duty," he went on, "though I am only a one-armed man."

7. Major Raymond touched the cross on the other's breast, and said: "The Queen gave you this for bravery, while I only reward you, as far as I can, for that costly basin of soup."

(a) Complete the sentences —1. The stranger followed 2. I never learned 3. You once saved .. 4. I want

(b) Answer in sentences —1. How far did the stranger follow the lad? 2. What did he find the lad's father doing? 3. What had happened to the Captain? 4. What was Scott to do?





1. Where the pools are bright and deep,  
Where the gray trout lies asleep,  
Up the river and o'er the lea,  
That's the way for Billy and me.
2. Where the blackbird sings the latest,  
Where the hawthorn blooms the sweetest,  
Where the nestlings chirp and flee,  
That's the way for Billy and me.
3. Where the mowers mow the cleanest,  
Where the hay lies thick and greenest;  
There to trace the homeward bee,  
That's the way for Billy and me.



- 4 Where the hazel bank is steepest,  
Where the shadow falls the deepest,  
Where the clustering nuts fall free,  
That's the way for Billy and me.
5. Why the boys should drive away  
Little sweet maidens from the play,  
Or love to banter and fight so well,  
That's the thing I never could tell.
6. But this I know, I love to play,  
Through the meadow, among the hay;  
Up the water, and o'er the lea,  
That's the way for Billy and me.

—Hogg.

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## PETER'S DONKEY.

1. Our village was very quiet at all times; but seldom has it been quieter than it was one morning last spring. No one was in the street but a boy driving a donkey-cart full of sand.

2. All at once a sound like “whack—whack—whack” was heard from one end

of the street to the other. I looked out to see what had happened.

3. There stood the donkey in the middle of the street, with his nose between his



knees. It seemed as if he did not mean to go, let his driver whack as long and as hard as he pleased.

4. The beating of the poor beast was so cruel, that I rushed out and told the boy to stop. Had he dared to disobey, I should

have pulled him off the cart very quickly indeed.

5. "Why doesn't he go on, then?" cried the boy. "I want to sell my sand and get home to my dinner. And what does it matter to you?"

6. "Not so fast, please," I said quietly. "Look here! this is what the poor donkey wants." As I spoke I picked up a large crust of bread, which some one had dropped, and which the donkey seemed to think ought not to be wasted.

7. I gave it to the animal, and, as soon as he had eaten it, and even before I finished some further talk with his master, he began to trot off.

I knew that Peter the donkey-boy was not bad at heart, for he had listened carefully to what I had to say.

8. As the donkey started off, he turned round laughing, and said, "Good-day, sir; I must say I never saw my old donkey trot like this before."

Well, I may tell you that some six or

seven months after this, I met the same boy and his donkey again.

9 The boy touched his cap. He was looking very merry and well, and the donkey was quite clean and fat. "I took your advice, sir," said the lad; "the other boys laughed at me—but look at Jack." He smiled as he patted the donkey.

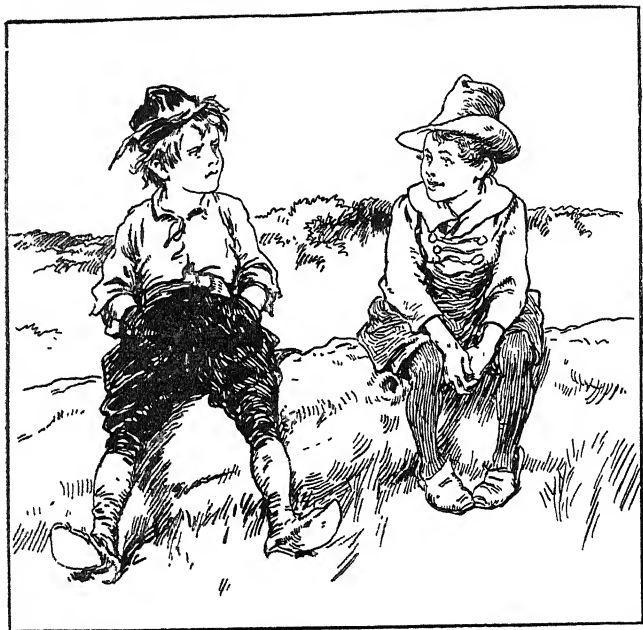
"Yes," I replied, "and look at yourself."

10. "I am not in the same trade now. When Jack got a little fatter, I painted the old cart—doesn't it look nice?—and took to carrying goods from the station, and am doing very well."

11. I have never seen either Peter or his donkey since that day; but before we parted he told me that the other boys were treating their donkeys better, feeding them more, and using the stick less. So they have found out that it is better to treat animals with kindness.

(a) Complete the sentences:—1. . . . cried the boy. 2. I want . . .  
3. I picked up . . . 4. I knew . . . 5. The boy touched . . .

(b) Answer in sentences:—1. Why was the boy beating the donkey?  
2. What did the boy wish? 3. What did the donkey do after eating the crust?  
4. What did the boy do afterwards?



### TOM SMITH'S SHOES.—I.

<sup>1</sup> Long, long ago, in the days when fairies lived on the earth, a man named Smith lived with his wife in a little village near a great forest. They had one great trouble. Their little son Tom was so wilful that they could do nothing with him.

<sup>2</sup> If he did not want to do a thing, he

would not do it, even to please his parents. As he grew older he became still more wilful, until at twelve years of age he was the terror of the village.

3. What to do with him his father did not know. The boy was quick and strong, and some people thought he was not altogether bad.

4. Now, in the same village there lived a strange old shoemaker, who was feared by nearly all the children of the place. His eyes were so bright and keen, that a look from him seemed to go through the person he looked at.

5. Everybody thought he was a wizard, but he was never known to hurt anyone.

At times he would be away from home for days together in the forest.

6. When he came back he often brought with him a sack filled with magic shoes. These lasted longer than any other shoes, but people did not like them any better on that account. They were a little afraid of them.

7. Now, one day Tom Smith was grumbling to a boy about his shoes. They were really good shoes; indeed, they were almost new; but Tom wanted another pair.

“If I were you, Tom,” said the other boy, “I would go to the wild shoemaker. He will make you a pair for nothing.”

8 “So I will,” said Tom. “I will go this very day.”

“But, Tommy, you had better be careful. Perhaps he will give you a pair of his magic shoes.”

9. “Oh!” said Tom, “I am not afraid of his magic. I shall have a pair of his shoes; see if I don’t!”

So he set off for the shoemaker’s house.

(a) Complete the sentences:—1. . his father did not know  
2. Some people thought 3. Everybody thought . 4 Tom  
wanted 5 . said Tom.

(b) Answer in sentences.—1. What was Tom Smith’s fault? 2 What did some people think about Tom? 3 What did the children think the old shoemaker was? 4. What was Tom grumbling about?

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## TOM SMITH'S SHOES.—II.

1. It was in a very wild and lonely place, at the foot of a mountain near the forest.

By the time he got there it was getting dark, and a great owl cried out from the top of a rock: "Hoot! hoot! hoot!"

2. The cry was so strange and sudden that it startled Tom, and made him shiver. But he went on just the same till he came to the door.

3. Should he knock or go back? he kept thinking to himself. At last he knocked softly at the door. No one came. He knocked again, a little more loudly. Still no one came. At this Tom got angry, and began to kick the door roughly.

4. "Who's there?" cried a strange, rough voice, that seemed to come from all around him.

"Tom Smith," answered the boy at once. He was a little afraid, but he had made up his mind that he would not return without the shoes.



5. "Ho! ho!" laughed the shoemaker, "it's you, Tom, is it?" and again he laughed "ho! ho!" and the rocks and trees and the owl seemed to join in the laugh.



"Yes," said Tom, growing bolder, "it is I."

6. "What do you want here?" cried the old man. To this Tom replied:

"I want some shoes."

“Ho! ho! you do,” said the shoemaker, slowly opening the door. “But perhaps you will not like them when you get them. My shoes are not like others. If you once put them on, you will not be able to take them off again.”

7. But Tom Smith was not to be put off. He was a very stubborn boy. He had come for the shoes, and he meant to have them.

- 8. “Suppose,” said the old man, “the shoes should be so heavy that you could not lift your feet from the ground.”

“Even if they were that, I would take them,” said Tom.

9. “Suppose they should fly away with you altogether,” said the old shoemaker.

“Never mind, I will take them,” said Tom.

10. “Ho! ho! You will risk that too, will you? Then come in.”

(a) Complete the sentences:—1. . . . cried a strange rough voice.  
2. He had made up . . . 3. I want . . . 4. You could not lift . . .

(b) Answer in sentences:—1. Why did the cry startle Tom? 2. What did he do? 3. Why did he become angry? 4. Who opened the door?

## TOM SMITH'S SHOES.—III.

1. Tom entered the house at once, and began to take off a shoe to have his foot measured.

2. "Never mind that," said the old man sharply. "I measure your head and eyes, not your feet."

"Head and eyes!" cried Tom in surprise. "How do you measure in that way?" •

3. "Never mind, boy," was the answer. "My way is to make them fit the mind as well as the feet."

The shoemaker then pulled a stool in front of Tom, and gave a sharp glance into the boy's eyes, as if he would read his very thoughts.

4. "Yes," he said, "I have just the pair for you." So Tom sat still, and waited for the shoes to be brought to him. But to his surprise the old man went to the table, and began to eat his supper.

5. Soon Tom got tired of waiting. "I

thought you said you would let me have my shoes to-night," he said.

"So I did, and you have them on now,"



replied the old man, in a quick sharp tone.  
"If you had only looked at your feet, instead of staring at me, you would have seen them some time ago."

6. The boy looked down at his feet, and sure enough they were clad in a fine pair of shoes, which looked as if they had been made for a prince.

7. Tom looked up at the old man, and then at his shoes, in great surprise. But the shoemaker said no more, and soon Tom rose, bade the old man "Good-night", and went home.

8. Of course he expected that everybody would notice his new shoes; but, strange to say, they did not. His parents thought that he was very quiet at supper that night, and wondered at it.

9. When bed-time came, Tom unlaced his shoes, though not without fear that he might not be able to pull them off. However, he got them both off; and, strange to say, when they were off, Tom Smith did not know them from his old ones.

10. "Magic shoes, indeed!" he said to himself; "I don't believe they are." But he was a little bit afraid of them, all the same.

(a) Complete the sentences: - 1. Tom entered . . . 2. The shoemaker then pulled .... 3. Of course he expected . . . 4. His parents thought . . . 5. Tom unlaced ...

(b) Answer in sentences:—1. Why did Tom begin to take off a shoe? 2. What did the shoemaker say he measured? 3. How did he measure Tom? 4. How did the shoes seem at night?

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## TOM SMITH'S SHOES.—IV.

1. The next day he thought that he would try to jump in them. To his delight he found that he could easily leap over the stream at the bottom of the garden.

But at school his troubles began. He did not wish to learn his lessons. He wanted to go with the other boys to play.

2. But he found that he could not stir from his place. His shoes seemed nailed to the ground. In vain he pulled at them and tried to free himself. The shoes held him fast, and not until he had learned his lessons could he get free.

3. Next morning he thought of going to school without his shoes at all. So he got up very early, and quietly crept downstairs. "Now," he thought, "I am free!"

4. But what was that? Just as he was going out at the door, down came the shoes from his bedroom, thumping and bumping on the stairs, as though an elephant were in them.

5. Poor Tom was now dreadfully afraid as he looked behind. There seemed to be no way of getting rid of his shoes. When he stopped, the shoes stopped; when he went on, they followed.

6. He returned sadly to his bedroom, and when he opened the door, there stood the shoes, in the very same spot where he had left them the night before!

Was there ever such a pair of shoes?

7. Poor Tom was in despair. "I wonder," he thought, "if I shall ever again be able to do anything I want!" and tears rolled down his face.

8. But he showed his good sense by making the best of his tiresome shoes. Strange to say, he found that whenever he wanted to do what was right, the shoes helped him, and then he was full of joy. It was only



“Was there ever such a pair of shoes?”



when he was wilful, and wanted to do wrong, that the shoes were a trouble.

9 In a short time he began even to like his magic shoes, and no longer felt them a bother. Everybody in the village was struck with the change in the lad. His parents and teachers were much pleased with him, for he was far more pleasant and willing than he used to be.

10. As Tom grew older, he never had to think about his shoes at all; for he did what was right, without stopping to think whether it was pleasant or not.

11. And he found out one day, that the old shoemaker had taken the shoes away as quietly as he had given them, saying that they were wanted for a boy in another part of the country.

(a) Complete the sentences —1. . . began. 2 He did not wish  
.... 3. The shoes held 4 Down came .. 5. The shoes helped  
...

(b) Answer in sentences.—1. What did Tom want to do? 2. What did he find? 3. What did he try to do next day? 4. What did the shoes do? 5. How did Tom show his grief?

## A WONDERFUL POOL.

1. The morning was gloomy, .  
The sky a dull gray;  
“Hurrah!” shouted Harry,  
“We’ll set out to-day!  
’Tis the weather for fishing,  
For which I’ve been wishing—  
None better, I say!”
2. Then rushing and tearing,  
In haste to be gone,  
With rod and with basket  
Their shoulders upon,  
With lines in a tangle,  
They set forth to angle—  
Wise Harry and John.
3. In a very few minutes  
A small pool was found;  
“Just the right place,” said Harry,  
“To wander around!  
It might have been vaster,  
But we’ll catch the fish faster—  
Of that I’ll be bound!”

4. From morning till evening  
For nibbles they sought,  
But useless their efforts—  
They angled for nought!  
In vain each endeavour,  
The fishes seemed clever,  
And *wouldn't* be caught!
5. Then along came an urchin,  
Returning from school,  
And he lingered awhile  
By the side of the pool.  
“When you’ve fished here,” said Harry,  
“What weight would you carry  
Back home as a rule?”
6. “If fish dwell here *at all*,”  
Said the lad with a sneer,  
“I’ll guess they’ll be little;  
At least that is clear!  
For this fact is remaining:  
*Till yesterday’s raining*  
*The pool wasn’t here!*”

## THE ROBIN'S NEST IN THE GLUE-POT.

1. George Tiller lived in a pretty country town. From the time he was twelve years old he had been used to work.

2. He made, or helped to make, chairs and tables: and a glue-pot always stood on his bench ready for use.

3. When he was thirty years old, a war broke out between England and France. Soon a message came to George from over the sea.

4. His sister, who had lived abroad for some years, had lost her soldier-husband in the war. She wanted George to come and stay with her and her children.

5. So he packed up his goods, and left them with a neighbour until he should come back. But he forgot to put the glue-pot with them.

6. "Faithful old friend," he said, when he found it left in a corner, "I'll tie you up in the old cherry-tree here, and may

nobody take you down till the French have been beaten!" Then he went away.

7. It seemed as if there were more birds than ever in England that year. Perhaps the noise of the great guns on the other side of the Channel scared away the birds, and sent them to England.

The English robin often found her old nesting-place stolen by these strange birds, and had to find a new one.

8. One day a robin was flying about here and there, looking for a place to build in. She spied the glue-pot hanging in the cherry-tree, and began to sing:

"What a funny old thing hanging up in a tree,  
But 'twill be a fine place for my birdlings and me."

9. So she built her nest in the glue-pot, and laid her eggs in it. In time the young robins were hatched, and there were merry doings in the old glue-pot.

10. Each year afterwards, for three years, there was a nest of robins in the glue-pot. Then the French were beaten, and George



came back with his sister and her children to his old home.

11. He had not forgotten his glue-pot; and one day, soon after his return, he went to see if it was still in the cherry-tree. Think how pleased he was to find that it had become the home of some robins.

12. He took his sister and the children to see it, and told them all about it. "And I won't take it down," he said, "even though the French have been beaten."

(a) Complete the sentences.—1. His sister                      2 He packed up  
... 3.            have been beaten. 4.            often found her old nesting-place  
stolen. 5.            were beaten.

(b) Answer in sentences.—1. Who sent for George? 2 Why did she send for him? 3 Where did he hang the glue-pot? 4. What did the Robin think when he saw it?

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## THE STORY OF MASCO.

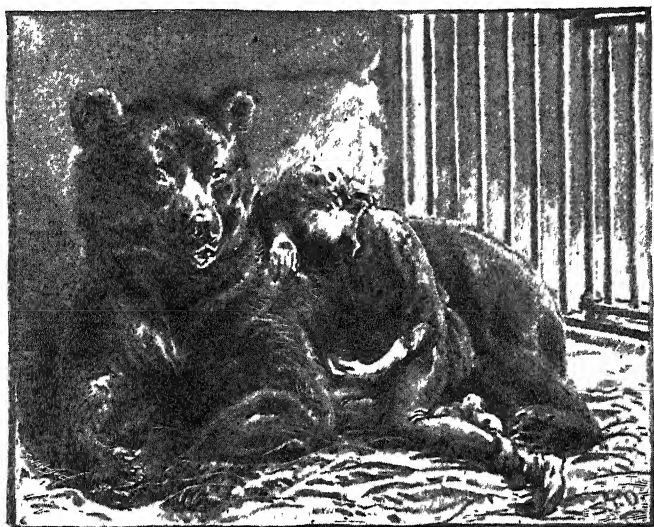
1. Masco was a bear; a real, live, fierce old bear. He belonged to a certain King of France, who kept him shut up in a cage in his palace.

2. This made Masco very savage. The people were much afraid of him. When they wished to say that anyone was very bad, they would say: "He is as bad as Masco".

But Masco was not altogether bad, as you will see by this story.

3. One cold winter night, a poor boy who used to sweep out the chimneys of the palace, came near the bear's cage. He was half-frozen, and had nowhere to sleep, unless he lay down on the cold stone floor of the passage.

4. In those days there were no such things as stoves or hot-water pipes, and even people who lived in palaces felt the cold very much. On this night the frost



was so sharp, that the boy knew he would perish if he lay on the stone floor.

5. What could he do? He looked round and saw Masco's cage. Could he venture into that? It was warmer there, he was sure, but Masco might eat him. But then he might not. At any rate, he could not



stay where he was and die. So he quietly entered the cage, and lay down in one corner.

6. But Masco did not eat him, though no doubt he thought it strange that a boy should come so near. What he did was to lie down by the shivering lad, and keep him warm through the night with his thick fur.

7. When the boy awoke from his cosy sleep, he was not at all afraid. Masco seemed so gentle that the little sweep stayed in the cage for some time.

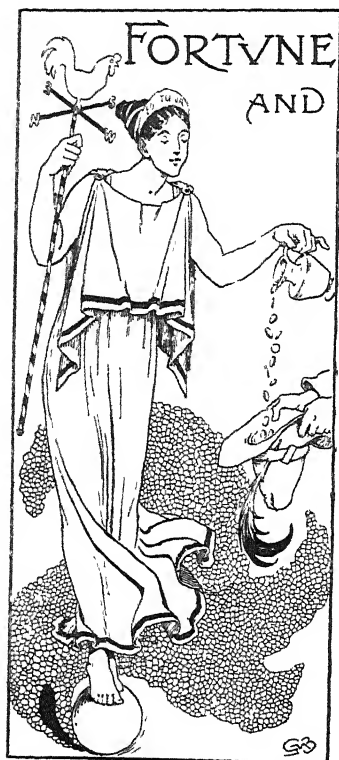
8. He came back the next night, and slept again with the bear. From that time they were the best of friends, and passed many cold nights together.

9. Some time afterwards the boy died. Masco then refused to eat any food, and by and by he too died, through grief for his little friend.

(a) Complete the sentences:—1.            were much afraid of him. 2. A poor boy . 3.            stayed in the cage. 4. Masco then refused

(b) Answer in sentences.—1. Why was Masco savage? 2. Why did the boy go into the bear's den? 3. What did the bear do? 4. How did it act when the boy died?

if a single coin falls out of it, all the gold will turn to dust."



6 The beggar was almost beside himself with joy. He took off his hat—a very old one.—and Fortune poured into it a stream of golden coins.

The hat soon became very heavy.

7. "Is that enough?" asked Fortune.

"Not quite enough," said the beggar.

"The hat is beginning to break."

"Never mind, I will risk it."

8. "Think a moment; have you not enough now?"

“Pour in just a little more.”

“There, ’tis quite full. Take care.”

“Just one more.”

9. The strain upon the hat was too great. A seam in it burst. The coins fell through the opening, and turned to dust. Fortune went away, and the beggar was as poor as before.

10. “Well, I call that a mean trick,” he said. “She might have left me the price of a new hat.” And he went on grumbling to the end of his days.



(a) Complete the sentences:—1. A beggar . . . 2. I have long wished . . . 3. . . . was almost beside himself with joy. 4. . . . soon became very heavy.

(b) Answer in sentences:—1. Whom did the beggar think silly? 2. Who met the beggar? 3. What did Fortune tell him?



1. Wynken, Blynken, and Nod one night,  
Sailed off in a wooden shoe;  
Sailed on a river of misty light,  
Into a sea of dew.



2. "Where are you going? What do you want?"  
The old moon asked the three.  
"We have come to fish for the herring fish  
That live in this beautiful sea;  
Nets of silver and gold have we,"  
Said Wynken, Blynken, and Nod.
3. The old moon laughed, and sang a song,  
As they rocked in the wooden shoe;  
And the wind that sped them all night long  
Ruffled the waves of dew.



4. The little stars were the herring fish  
That lived in the beautiful sea:

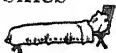
“Now cast your nets wherever you wish  
But never a-feared are we.”

So cried the stars and the fishermen three—  
Wynken, Blynken, and Nod.



5. Wynken, Blynken are two little eyes,  
And Nod is a little head;

And the wooden shoe that sailed the skies  
Is the wee one's trundle bed.



6. So shut your eyes, while Mother sings  
Of wonderful sights that be,  
And you shall see the beautiful things  
As you rock on the misty sea,

Where the old shoe rocked the fishermen three—  
Wynken, Blynken, and Nod.



## A PRICELESS DOG.

1. A lady was going by steamer from one city to another in America. On board with her were her baby boy and a nurse. The nurse was carrying the child in her arms.

2. As the steamer came near to the landing-place, it began to slacken speed. The nurse walked to the side of the vessel to look over, when all at once the child sprang from her arms, and fell into the water below. The swift stream carried it quickly away.

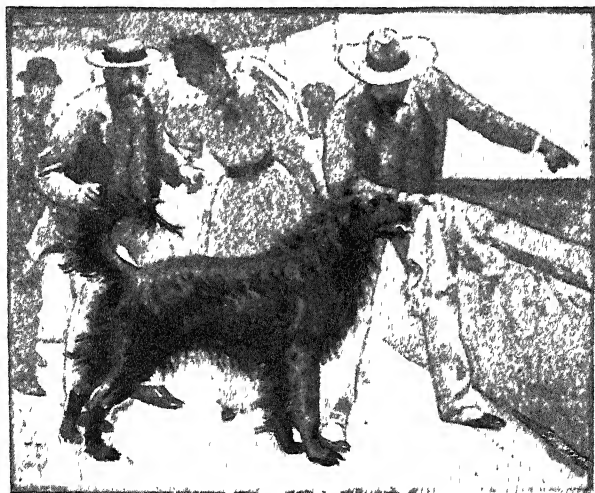
3. The mother was nearly wild with grief and fear. The sailors began to lower a boat. But everyone could see that the child would be drowned before the boat could reach it.

What was to be done?

4. Among the people on board was a gentleman who had been quietly reading in another part of the boat. Hearing the cries of the mother, he came quickly for-

ward and said: "Can you give me something the child has worn?"

5. The nurse gave him a tiny apron, which had been left in her hands as she tried to save the child from falling.



The gentleman turned to a fine Newfoundland dog that stood near, looking up into his face. He pointed first to the apron, and then to the spot where the child had sunk.

6. In an instant the noble dog sprang

into the river. You can think how everyone on board felt! Would the dog reach the child in time to save its life?

7. Soon the dog was seen far away with something in his mouth. Bravely he swam against the strong stream, but it was feared that his strength would soon give way.

More than one on board cried for joy as the boat reached him, and the sailors drew child and dog from the water.

8. When they were brought on board the steamer, the mother went first to her little boy to see that he was alive. Then she rushed forward, and, throwing her arms round the dog's neck, burst into tears.

9. She kissed his shaggy head, and said to his owner: "Oh, sir; I must have this dog! I will give anything for the dog that has saved my darling's life!"

10. The gentleman smiled, and patted his dog's head, as he said: "I am very glad, madam, that Hector has been of service to you; but I would not part with him for anything in the world."



11. The dog looked as if he knew that they were talking about him. He gave his sides a shake, and lay down at his master's feet, with a look in his big eyes that seemed to say: "No, master, nothing shall part us!"

(a) Complete the sentences:—1. On board with her were .  
2. carried it quickly away. 3. The nurse gave him . . 4. The gentleman . .

(b) Answer in sentences:—1. Why did the nurse go to the side?  
2. What did the sailors do? 3 For what did the gentleman ask? 4. Why did the lady wish to buy the dog?

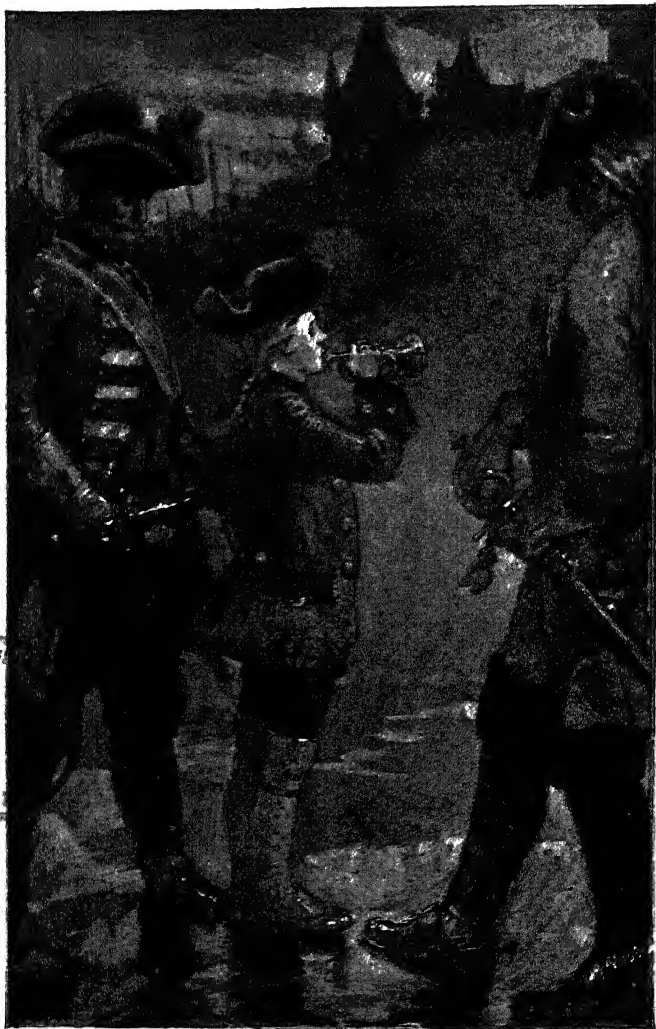
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## THE LITTLE BUGLER.—I.

1. Two boys sat talking beneath a tree in their father's garden.

"I should like to be a soldier," said Ivan, the younger of the two. "Then I would fight against the enemy of our country. Would you not like to be a soldier too, Paul?"

2. "No," said Paul; "I should like to be a teacher of music. I love the songs of the birds, and the sound of the sea. I do not care for war."



"The boy raised his bugle to his lips and blew "

You must know that little Paul was known for miles round as a very clever bugler. He could play the tunes of his native country, Poland, better than many a man.

3. At this time his country was at war with Russia, and Paul often cheered the hearts of the people by playing tunes which they loved, and which they had known as children.

4 He took up his bugle now, and began to play. As he played, a tall Russian soldier, who was hiding behind the hedge, thought to himself: "Ah, Master Paul, you can be very useful to *my* country! You shall help Russia, and not Poland. I mean you to open the gates of Warsaw."

This was the chief city of Poland.

5 But Paul could not hear the man, nor did he know that an enemy was hiding so near to him. A few days later little Paul was not to be found. He had been stolen away by the Russian soldiers.

6. Their leader thought it would be a

good plan to take Paul, and make him play Polish tunes as they rode up to the gates of Warsaw by night.

7. The people in the city would think friends were coming, and would open the gates to them, and the city would be won.

8. So Paul was taken, and made to march with the soldiers to the gates of the city. Poor boy, he was very sad. He wished to stop; he tried to escape, and burst into tears when he was caught. He was forced to go on, on, on, till he was ready to drop.

(a) Complete the sentences.—1.        said Ivan    2 He could play  
. . . 3.        was at war. 4. Paul        the man    5. An enemy .

(b) Answer in sentences:—1. What did Paul dislike? 2 With what country was Poland at war? 3. How was Paul taken away?

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## THE LITTLE BUGLER.—II.

1. By and by the leader of the troops spoke to him. “Paul,” he said, “when we halt at the gates of Warsaw, and I give you the order, you will raise your bugle and play a Polish tune. Do you understand?”

2. "Yes, sir; I understand," said Paul sadly. Then he shut his pale lips firmly, and was silent.

3 Rain began to fall during the night, and only a few stars shone out in the sky. As Paul looked up to them he thought of many things. He thought of his home, of his father and mother weeping for him, and of his brother who no doubt missed him. He thought, too, of his country, and of its hard fight against Russia.

4. Very quickly, it seemed to Paul, the gates of the city were reached. Very stern was the command of the Russian leader. He bade the soldiers halt, and ordered Paul to play the tune that was to open the gates of the city.

5. Very pale was the face of the boy as he raised his bugle to his lips and blew—*not* the tune they expected, but the loud, shrill note which was the signal of alarm! Then the right hand of the brave boy fell helpless to his side, struck by a blow from the sword of the angry officer.

6. Lights were seen in the city. The bugle-note had been heard, and the people sprang from their beds to defend their city. The gates remained shut. Warsaw was saved—saved by the boy, little Paul!

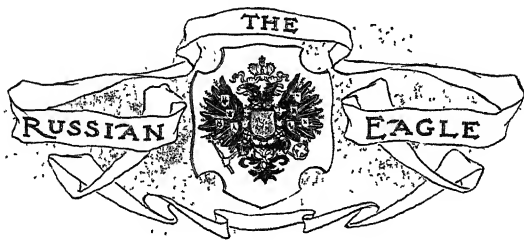
7. But what became of the little hero, the boy who had done so brave and noble a deed? Before next morning he was dead—shot by command of the Russian officer.

8. So Paul never returned to his home. He rests beneath the sod where he fell, instead of under the cherry-tree in his father's garden.

The gentle Paul, not Ivan the warlike, had laid down his life for his country.

(a) Complete the sentences —1. The leader of the troops  
2. He bade . . . 3 . . . the face of the boy? 4. He raised ..

(b) Answer in sentences:—1 Where did they take Paul? 2. What did they order him to do? 3. Why did he blow the signal of alarm?



## BRUNO'S BAD LUCK.

1 "Husband," said Mrs. Bruno early one morning, "we have nothing in the house for dinner."

2 "I wish you would tell me at night," said Bruno crossly. "It's much easier to get food at night, and I don't at all like my sleep broken by these worries."

3 "It is quite time to get up, my dear," said Mrs. Bruno; "and the children are hungry."

"Well, I suppose I must go out and find some food."

4 Bruno got up grumbling, and hardly looked at his family before he went out. He lived in a cosy nest under the bank of a stream, and he plunged into the water to swim in search of food.

5 He swam for some time without finding any, and at length climbed the bank to take a rest. Before very long he heard the sound of tiny feet paddling in the water.

6. Looking down, he saw four little ducklings sailing along within a few feet of the bank. He sprang up, and made ready to jump on one of them.

7 But the ducklings caught sight of him, and gave a loud quack of fright. One of them swam off as fast as it could to fetch its mother.

8 "Oh, Mother!" it said. "Here is a great, ugly, brown rat: do come and look after us, or he will eat us all up!" •

9. Mother Duck at once started off with her little one, and came up with the others just as Bruno was going to spring. She was not a bit afraid, but opened her mouth and quacked angrily.

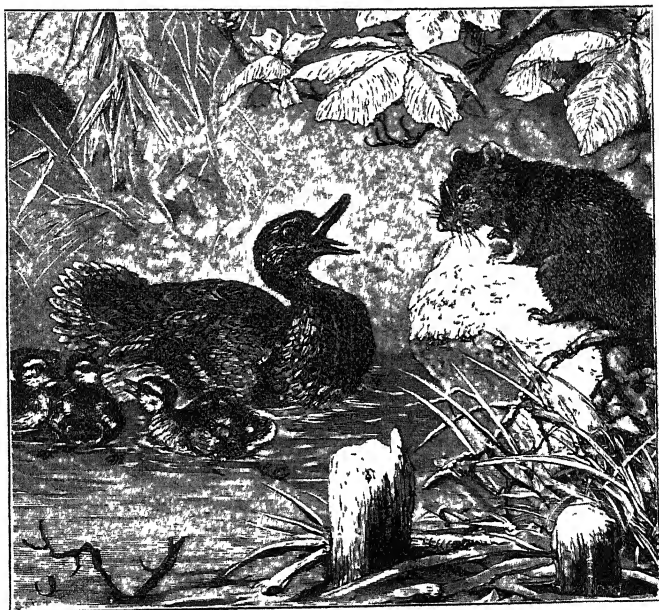
10 "You dare to touch my children!" she cried. "They are here to swim and quack and be merry, not to be eaten by a brown rat. Get away! get away!"

11. And she looked so fierce that Bruno, who of course had no wish to fight a lady, turned round and ran along the bank to his home.



12. "Well, where is the food for the children?" said Mrs. Bruno.

"I haven't got any. Morning is a bad



Mother Duck protects her Brood

time to look for food. You must tell me about these things before bed-time."

13 Bruno saw that his wife was vexed, so he said no more, but went to lunch with a friend on the other bank.

(a) Put in words answering the question 'What sort?':—1. He lived in a . nest 2 He heard the sound of . feet. 3. He saw four . ducklings 4. Here is a . rat.

(b) Answer in sentences —1. What did Mrs. Bruno say? 2. Where did Bruno go? 3. What did he see? 4. For whom did the ducklings run?

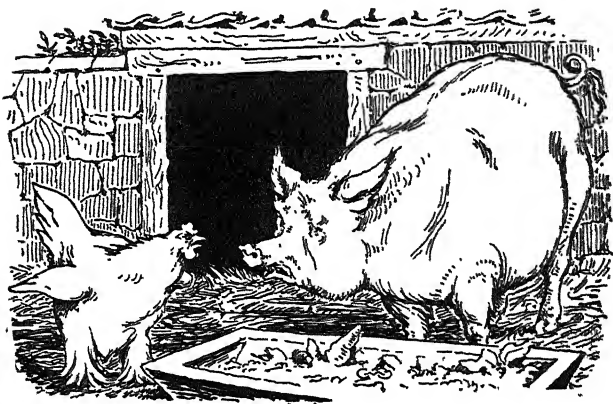
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## THE PIG AND THE HEN.

1. The pig and the hen,  
They both got in one pen,  
And the hen said she wouldn't go out.  
"Mistress Hen," says the pig,  
"Don't you be quite 'so big!'"  
And he gave her a push with his snout.
2. "You are rough, and you're fat,  
But who cares for all that;  
I will stay if I choose," says the hen.  
"No, mistress, no longer!"  
Says pig: "I'm the stronger;  
And master I'll be of my pen!"
3. Then the hen cackled out  
Just as close to his snout  
As she dare: "You're an ill-natured pig;

And if I had the corn,  
Just as sure as I'm born,  
I would send you to starve or to dig!"

4. "But you don't own the cribs;  
So I think that my ribs  
Will be never the leaner for you:



This trough is my trough,  
And the sooner you're off,"  
Says the pig, "why, the better you'll do!"

5. "You're not a bit fair,  
And you're cross as a bear:  
What harm do I do in your pen?

But a pig is a pig,  
And I don't care a fig  
For the worst you can say," says the hen.

6. Says the pig, "You will care  
If I *act* like a bear,  
And tear your two wings from your neck."  
"What a nice little pen  
You have got!" says the hen,  
Beginning to scratch and to peck.

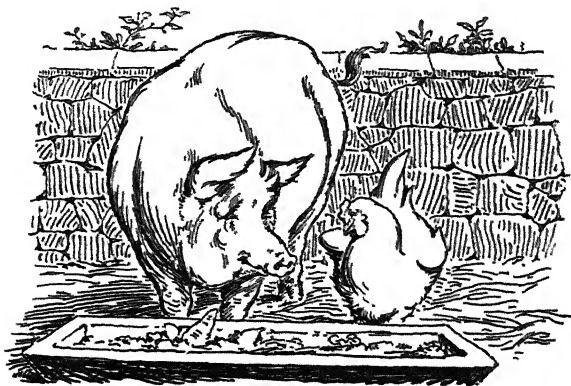
7. Now the pig stood amazed,  
And the bristles upraised  
A moment past, fell down so sleek.  
"Neighbour Biddy," says he,  
"If you'll just allow me,  
I will show you a nice place to pick."

8. So she followed him off,  
And they ate from one trough—  
They had quarrelled for nothing, they saw;  
And when they had fed,  
"Neighbour Hen," the pig said,  
"Won't you stay here and roost in my  
straw?"

9.     “ No, I thank you ; you see  
        That I sleep in a tree,”  
Says the hen ; “ but I *must* go away ;  
        So a grateful good-bye.”  
        “ Make your home in my sty,”  
Says the pig, “ and come in every day.”

10    Now my child will not miss  
        The true meaning of this  
Little story of anger and strife ;  
        For a word spoken soft  
        Will turn enemies oft  
Into friends—that will stay friends for life

—Alice Cary.



## THE VILLAGE BY THE LAKE.—I.

1. There was once a beautiful lake at the foot of a mountain. Near the lake was a pretty little village.

2 One morning a poor old woman was walking along by the side of the lake. Entering the village, she stopped at the first house she came to. There a little girl was picking flowers in the garden.

3 The old woman spoke to her and said, "Little girl, may I go into the house and rest a while? And will you give me a drink of milk? I am very tired and thirsty."

4 The little girl looked at her. The woman had sharp, black eyes, and was dressed as if she were very poor. The little girl's dress was not at all like the woman's. It was very smart, and the girl herself would have been handsome, if her face had not looked so proud and unkind.

5. "Go away!" said she. "My mother does not want beggars here."

The poor woman looked at her sadly, and

walked away. She stopped at the next house. Here a woman was sitting at the door, shelling peas.

6. The old woman asked her the same question that she had asked the little



girl. The woman replied that she had no milk in the house.

“No milk in the house?” said the old woman. “Did not the red cow give five quarts this morning?”

7. The woman turned pale; for she had been caught telling an untruth. She had plenty of milk in the house.

The old woman walked on to the next house. There was a large cherry-tree in front of it, and a man was standing on a ladder picking cherries.

8. "Will you please give me a few cherries?" said the old woman. "And may I sit on your doorstep to rest? I am very tired and hungry."

"You had better walk on," said the man. "My wife has a very bad temper, and she would drive you away with a broom if she were to see you."

9. "But your wife is not at home," said the old woman. "She has gone to visit her sister in the next village."

The man was very much surprised that the woman knew this. In his surprise he let go the basket that he held in his hand, and the cherries were all spilt on the ground.



(a) Complete the sentences —1. There was once a . . . lake. 2. The woman spoke to her. 3. The . . . girl looked at her. 4. The . . . woman looked at her sadly.

(b) Answer in sentences:—1 What did the old woman ask from the girl? 2 What did the girl answer? 3. What was the woman's answer? 4. What did she ask from the man?

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## THE VILLAGE BY THE LAKE.—II.

1 The old woman went on, stopping at all the houses on her way. At every house she was treated unkindly, and driven away. The people in the village all seemed to be wicked and cruel.

2 At length she came to the last house in the village. It was a very small house, and the people who lived in it were very poor.

A little girl was sitting on the doorstep. She was pale and thin, and her cheeks were wet with tears.

3. "What is the matter, little girl?" said the old woman. The little girl looked at the woman with her soft blue eyes and said, "My mother is sick, and we are very poor. I have nothing in the house but a cup of milk."

4 "I am sorry for that," said the old woman. "I was going to ask you to give me a cup of milk, and to let me come in and rest. I am very tired and hungry."

5. "You may come in, and welcome," said the little girl. "I will give you half the milk. I must save the rest for my mother's dinner."

She helped the old woman into the house, and gave her a chair.

6. "But what is this?" asked the old woman. "You have a fine dinner here."

The little girl looked to see what the old woman meant. Her blue eyes grew big with wonder at what she saw.

In the middle of the room stood a table, covered with the nicest of food.

7. "Where did it come from?" The little girl's mother sat up in bed and stared at it.

"Get up, my good woman. Dress yourself, and come and eat your dinner.

"You are no longer sick. I am a fairy, and I have come to care for you and your good little daughter."

8 The mother and daughter opened their



"The old woman was gone, and in her place stood a beautiful fairy."

eyes wider than ever. The old woman was gone; and in her place stood a beautiful fairy, who helped the mother to rise and dress herself. Then they all sat down to the good dinner.

9. "Come," said the fairy, when dinner was over, "we must go. It is not well for you to remain here any longer among these unkind people."

10 She led them to the door. There stood a fine carriage with two beautiful horses, and a coachman to drive them. There was also a footman, who helped them into the carriage.

11. The people of the village stood at their doors, and opened their eyes wide as they saw the carriage drive away.

That night, the village at the foot of the mountain sank into the lake, and was never heard of again.

(a) Complete the sentences.—1. It was a . . . house 2. A girl was sitting on the doorstep. 3 You have a . . . dinner here. 4. Her . . . eyes grew big.

(b) Answer in sentences:—1. How did the people of the village treat the old woman? 2 Why was the little girl weeping? 3. What did she offer to give the old woman?



1. "Come, little leaves," said the wind one day,  
"Come o'er the meadows with me and play;  
Put on your dresses of red and gold,  
Summer has gone and the days grow cold."
2. Then, as the leaves heard the wind's low call,  
Down they came fluttering, one and all;  
Over the brown fields they danced and flew,  
Singing the soft little songs they knew.

3. "Cricket, good-bye, we've been friends so long!

Pretty brook, sing us your farewell song;

Say you are sorry to see us go:

Ah! you will miss us, right well we know.

4. "Dear little lambs, in your fleecy fold,  
Mother will keep you from harm and cold.  
Fondly we've watched you in vale and  
glade;

Say, will you dream of our loving shade?" •

5. Dancing and whirling, the little leaves  
went:

Winter had called them, and they were  
content:

Soon, fast asleep in their earthy beds,  
The snow laid a coverlet over their heads.





## PRINCESS ELLA.—I.

1. Long ago, in the days of the fairies, a king and queen of this country were in great trouble. Their two sons, fine young men, had been taken from them by the Ice-king.

2. He was a very cruel king, who lived in

the far north. None of the people who had been taken away by him had ever returned.

3. So the king and queen wept for their sons as if they were dead. But sorry as the king and queen were, their little daughter was still more sorry. She could not forget her brothers. At night she could not sleep for thinking of them.

4. Ella—for that was her name—was not a very pretty girl. But she had lovely hair, and one of the sweetest voices in the world.

5. One night, as she lay crying, she thought she heard a voice saying to her, “Do not fear to try to save your brothers, Ella. You love them dearly, and love overcomes all things.”

6. So in the morning she told her father and mother that she was going to look for her brothers. “Nonsense, child!” said they. “You will never succeed. No one ever gets free from the Ice-king.”

7. “Indeed I must try,” said Ella. “I can only do my best.” So she set off and walked far, far away to the north. At last,



quite tired out, she came to the land of ice and snow, where the cruel king lived.

8. Soon she found her way to his palace. Everything was white and cold. No one was to be seen; nothing but ice, ice, ice, that sparkled in the light of the sun.

9. Ella entered the palace. In the middle of it she came to a great hall; and there, sitting on a great white throne of ice, was the Ice-king.

(a) Put in words answering the question 'How many?' or 'what sort?' or 'which?'.—1 . sons had been taken from them.  
2 He was a king. 3 daughter was still more sorry. 4. She had hair 5 The king lived.

(b) Answer in sentences: —1. How had they lost their sons? 2. What did the voice say to Ella?

## PRINCESS ELLA.—II.

1 The king spoke not a word to Ella. He, too, was of ice, cold and clear: so clear that she could see his icy heart beating in his body.

2. She threw herself at his feet, and begged him to set her brothers free. But the king only looked at her grimly with his cold eyes.

3. The little princess was overcome with grief. She pleaded with the king again and again, but he sat still as a stone, and took no notice of her.

4. When she was almost in despair, the voice she had heard before said to her, "Be not cast down, Ella. Sing him your sweetest song, and his heart will melt. At the same time weave a net to throw over him."

5. She began at once to sing with her wonderful voice. But how was she to make a net? She had nothing to make it with except her long hair.

6. This she cut off in a moment, and with nimble fingers began to weave a net, singing as she worked. After many weary hours the net was finished, and she then threw it over the king.

7. But she saw no change in him. Her voice was worn and harsh, and she could hardly sing another note.

8. Tears rolled down her face as she thought all her work was in vain. How-

ever, just as her voice quite gave way, she saw the king's heart begin to melt.

9 At the same time the pillars, that held up the roof of the hall, began to break. She had just time to rush outside, when down came the palace to the ground with a crash.

10. Poor Ella thought that her end was come. She covered her face with her hands, and sobbed aloud. But a voice that she knew called her: she looked up, and behold from out of two of the pillars sprang her brothers! They caught her up in their arms and kissed her, so great was their joy to be together once more!

(a) Complete the sentences:—1 The . . . princess was overcome.  
2. Sing him your . . . song. 3. After . . . hours the net was finished  
4 Her voice was . . .

(b) Answer in sentences:—1. How did Ella feel when her pleading was in vain? 2. What did the voice tell her to do? 3. Of what did she make the net?

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## PRINCESS ELLA.—III.

1. The brothers told Ella how the Ice-king had caught them, and by his arts had turned them into pillars of ice. They had never expected to see her again.

2. Full of joy, they all set off to their own country. But when they came near their home, Ella hung back. She began now to be afraid.

3. For she said, "I was not pretty when I set out. All that I had to make people love me was my voice and my hair. Now my voice is cracked, and my hair is gone."

But her brothers took her home. "Come, sister," they said, "you will be loved for your brave, loving deed."

4. The king and queen were delighted to get their sons back again. But when they saw Ella, who stood still, hanging her head with shame, they could hardly believe it was their daughter: she was so altered.

5. But her father said, "Ella, to me you are still beautiful, for I love only the

soul of goodness that shines through your eyes. If any think otherwise, it is they who are unworthy, not you."

6. Now, as he said this, everyone cried out, "Oh, look! she has become more lovely than she ever was before."

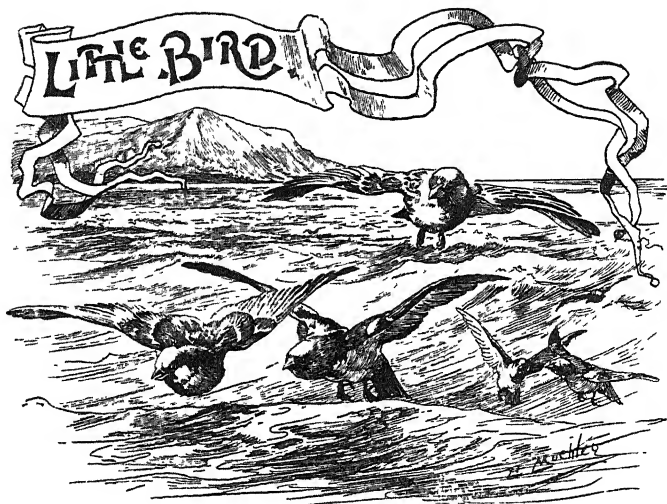
7 All eyes were turned on the princess, and behold! her hair had become in an instant longer and more beautiful than it had ever been before. When she spoke, too, her voice was sweeter than the sweetest music.

8 While all were still with wonder, the voice that had spoken to Ella in the night was heard saying, "As love overcomes all, so it changes all. Love has won, and dear Ella shall be happy."

(a) Complete the sentences.—1. They            set off to    .. country.  
2. You will be loved for    deed.    3. But    brothers took her home.  
4 Her voice was sweeter than the    .. music.

(b) Answer in sentences.—1. Why did Ella hang back? 2 For what did her brothers say she should be loved? 3. What took place?

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1. "Little bird, little bird, come to me!  
Here is a green cage hung on the tree.  
Beauty-bright flowers I'll bring to you,  
And fresh, ripe cherries, all wet with dew."
2. "Thanks, little maiden, for all thy care;  
But I dearly love the free broad air;  
And my snug little nest in the old oak-tree  
Is better than golden cage for me."
3. "Little bird, little bird, where wilt thou go  
When the wide fields are all buried in snow?  
The ice will cover your old oak-tree;  
You had far better come and stay with me."

4. "Nay, little maiden, away I shall fly  
To greener fields and a warmer sky.  
When spring returns with pattering rain,  
You will hear my merry song again."
5. "Little bird, little bird, who'll guide thee  
Over the hills and over the sea?  
Foolish one, come in the house to stay,  
For I'm very sure you will lose your way."
6. "Ah, no, little maiden! God guides me  
Over the hills and over the sea.  
I shall be free as the rushing air,  
Chasing the sunlight everywhere."

—*M. Child.*

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## A CLEVER CAT.

1 "Do come and watch this fun," said my little friend Bob to me. I was staying with Bob's father on his farm in South America, and Bob and I had become great chums.

2 That year the farm was overrun by field mice. The little creatures came in swarms, and nothing could get rid of them.

3. One of them<sup>1</sup> had made its home in the

hollow stalk of a giant thistle. A cat had found the stalk in the garden, and Bob had come upon her as she was trying to drive the mouse from the stalk.

4. "It is fun for you, Bob," I said, "but I fear 'tis not such fun for the mouse. However, let us see what pussy is about "

5. The cat went to one end of the stalk, and smelt its prey. The poor mouse at once ran to the other end, and the cat, much excited, jumped there to catch it.

6 But the mouse was wide awake, and ran for its life to the other end. Pussy jumped after it; again the mouse rushed back. So it went on for a long time, and the cat seemed quite unable to find out a way to catch the mouse.

7 At last another cat came up, a fine, graceful animal.

"Let us see how this one will set about it," said Bob, driving the first cat away.

8 The second cat went to one end of the stalk, and sniffed at it. Being sure that the mouse was inside, he did not become



excited or jump about like the first cat, but quietly bit a piece off the end of the stalk.

9 Then he bit off another piece, and yet another and another, until only six inches of the long stalk was left.

“Poor mouse! He has no chance now,” said Bob

10 He was right. The mouse, finding that its hiding-place had become so small, became helpless from fright. It made one dash for freedom, but was pounced upon at once by the clever cat.

11. “Puss deserves his tasty dinner for his cleverness,” I said.

“But, even if the mouse had been ever so clever, he could not have done much in a hollow stalk,” said Bob.

Which was perfectly true.

(a) Put in words telling ‘where’ or ‘when’ or ‘how’ or ‘why’:—

1. I was staying with Bob’s father . . . 2. The little creatures came . . .

3 One of them had made its home

(b) Answer in sentences:—1. What did the first cat do? 2. What did the mouse do? 3. How long did this go on? 4. What did the second cat do?

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## KRYLAND.—I.

1. Once upon a time, long, long ago, before all the fairy godmothers died, and left poor mothers to take care of their own children, there lived, in a beautiful palace, a little princess named Belinda.

2. Her beauty would have been perfect but for an unpleasant look about her mouth, caused by a dreadful habit of crying over every little trouble. She not only made herself unhappy, but all her friends as well.

3. The first thing heard in the morning was “Boo-hoo-hoo, I don’t want to be bathed in cold water!” Then, “Boo-hoo-hoo, you are pulling my hair!” In fact, all day could be heard the weeping and wailing of this unhappy little princess.

4. If the nurse was not near just when Belinda called her, or if her mother could not give her everything she wished, she would cry and cry until her mother was nearly heart-broken. She was sorry to

think what an unhappy woman her little daughter must become, if not cured of this fault.

5. Belinda was blessed with a fairy god-mother. One day, just when her mother was nearly driven out of her mind by the constant flood of tears, the fairy godmother appeared; for fairy godmothers always used to come when very much needed.

6. "Why this sadness?" she asked. When she heard how Belinda fretted and cried over trifles, she thought for a moment, then said: "Kryland might cure her, but the cure will not be pleasant, and you will have to let me take her away for some time."

7. "Anything," said her mother, "would be better than for her to become hated by everyone because of her crying."

Such crying and screaming as Belinda set up, when told that she was to leave home, had never been heard in the palace before.

8. The fairy paid no heed to it, but took a pair of silken wings from her pocket,

fastened them to her shoulders, and, lifting Belinda in her arms, flew out of the window. The little princess was so surprised at this that she quite forgot to cry.

9. Away they flew, over land and sea, until they came to a small island over which a heavy mist hung, caused by the warm streams of tears that were always flowing from the eyes of its people.

(a) Complete the sentences.—1. There lived a little princess  
2. Belinda was blessed 3 She thought 4 Her mother was  
nearly driven out of her mind

(b) Answer in sentences:—1. How did Belinda make her friends unhappy? 2 To whom did her mother speak? 3 What did she think would cure her?

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## KRYLAND.—II.

1. "This," said the fairy, "is Kryland. Here all the people who love to cry may stay and cry to their heart's content without troubling anyone else; or they may climb the Mount of Cheerfulness, just as they choose."

2. In the centre of Kryland stood a high mountain, up which Belinda could see many

people climbing; but its top was hidden from view by heavy clouds.

3. "Now," said the fairy, "if you ever want to go home again, you must climb to the top of this mountain; but I warn you that every time you cry, you will slip back a day's journey."

4. She then pointed out the path Belinda was to take, and left her. For hours the princess cried and cried; but at last, thinking of what the fairy had told her, she started on her journey.

5. The first day's climbing was the hardest task Belinda had ever been set. The path was wet and slippery. When she put her hands on the rocks to help herself, she found them damp and mouldy.

6. At night ugly brownies brought her a supper of black bread and muddy water, at the sight of which her ready tears fell, and down she slipped to the foot of the mountain.

7. But the next morning she started up again, with her mind made up not to



"Down she slipped to the foot of the mountain"

cry. She got on much better, and after some days of climbing, found her journey so pleasant that she felt no desire to cry.

8. She kept steadily on, and there was no more slipping back. The wet, slippery mud gave place to firmer ground, and flowers began to spring up beside the path—primroses and violets.

9. As she climbed on, the path became more and more easy. Through the breaking mist a rainbow appeared, over which bright fairies came, instead of ugly brownies, to attend to her needs. At last, one day, she reached the top, where all was sunshine and gladness, a happy, cheerful child.

10. Then the godmother again appeared, and they flew over land and sea, back to her delighted mother; and for the rest of her life Belinda was a joy and blessing to all about her.

—*Annie E. Atkinson*

(a) Complete the sentences.—1.            stood a high mountain. 2. Its top was hidden from view. 3.    the princess cried. 4.    ... ugly brownies brought her a supper

(b) Answer in sentences —1. Where did the mountain stand?  
2 What was it called? 3. What happened to those who cried?

## NURSE'S SONG.

1. When the voices of children are heard on the  
green,  
And laughing is heard on the hill,  
My heart is at rest within my breast,  
And everything else is still.
2. Then, come home, my children, the sun is gone  
down,  
And the dews of night arise,  
Come, come, leave off play, and let us away  
Till the morn appears in the skies.
3. No, no, let us play, for it is yet day,  
And we cannot go to sleep;  
Besides, in the sky the little birds fly,  
And the hills are all covered with sheep.
4. Well, well, go and play till the light fades  
away,  
And then go home to bed.  
The little ones leaped, and shouted, and laughed,  
And all the hills echoèd.

—*W. Blake.*



# CLASSIFIED LIST OF WORDS FROM THE READING LESSONS FOR WORD-BUILDING.

Short Vowel Sounds.			
(a)	gr, and ma ma	p, at ter	ch, er ries
c, ah bage	spr, ang	c, at tle	m, er ry
r, ab bit	an ger	pr, at tle	t, er ror
h, ab it	an gry	s, a v age	v, er y
cr, ack	an gni ly	h, a v ing	pr, es ent
cr, acked	h, ang ing	(e)	gu, ess
bl, ack	an gle	p, eh ble	un, less
bl, ack bird	an gled	s, ec ond	prin, c, ess
c, ackled	t, an gle	ech, oed	dis, tr, ess
sl, ack en	m, an ner	ex, p, ect ed	m, es sage
qu, acked	c, an not	m, ed dle	bl, essed
wh, ack	ch, an nel	edge	bl, ess ing
add ed	an i mal	h, edge	dr, essed
b, ade	pi, an o	h, ed room	v, es sel
m, ad am	an s, wer	t, em per	l, es son
l, ad der	b, an ter	emp, ty	y, es ter day
s, ad dle	c, an vas	h, ench	qu, es tion
p, ad dling	cl, apped	att, end	n, est ling
b, ad ly	h, app en	de, f, end	f, etch
sh, ad ow	h, app y	t, en der	f, etched
s, ad ness	un, h, app y	en, e my	str, etched
w, agged	per, h, aps	l, ength	wh, eth er
sh, ag gy	c, ap tain	str, ength	to, g, eth er
m, ag ic	c, ar ry	con, t, ent	al, to, g, eth er
p, al ace	c, ar ried	con, t, ent ed	fr, et ted
p, al lid	c, ar riage	en, tered	b, et ter
l, amb	c, ar ry ing	g, en tle man	g, et ting
f, am ily	n, ar row	g, en tly	cle, ver
scr, am bled	ass	c, en tre	cle, ver ness
be, g, an	p, ass age	v, en ture	ev, er y
d, anced	c, atch	pl, en ty	ev, er y body
d, an cing	l, atch	en, vied	v, exed
f, an cy	h, atched	sh, ep herd	an y
st, and ing	scr, atch	st, epped	an y thing
under, st, and	g, ath ered	st, epping	an y where
h, and y	p, at ted	p, er ish	m, an y
h, and some	f, at ter	h, er ring	ate
	l, at ter	ch, er ry	s, aid
	m, at ter		ag, ain

ag<sup>a</sup>inst  
in<sup>s</sup>t<sup>e</sup>ad  
spr<sup>e</sup>ad  
thr<sup>e</sup>ad  
dr<sup>e</sup>adful  
r<sup>e</sup>ad<sup>y</sup>  
st<sup>e</sup>ad<sup>y</sup>  
st<sup>e</sup>ad<sup>i</sup>ly  
m<sup>e</sup>ad<sup>ow</sup>  
m<sup>e</sup>ant  
pl<sup>e</sup>as<sup>ant</sup>  
un<sup>pl</sup>as<sup>ant</sup>  
br<sup>e</sup>ast  
m<sup>e</sup>as<sup>ure</sup>  
tr<sup>e</sup>as<sup>ure</sup>  
br<sup>e</sup>ath  
l<sup>e</sup>ath<sup>er</sup>  
w<sup>e</sup>ath<sup>er</sup>  
en<sup>d</sup>av<sup>our</sup>  
h<sup>e</sup>av<sup>y</sup>  
h<sup>e</sup>av<sup>i</sup>ly  
fr<sup>i</sup>end  
h<sup>u</sup>ried

## (i)

n<sup>i</sup>b<sup>bles</sup>  
p<sup>i</sup>cked  
w<sup>i</sup>cked  
cr<sup>i</sup>ck<sup>et</sup>  
t<sup>i</sup>ckled  
qu<sup>i</sup>ck<sup>ly</sup>  
h<sup>i</sup>d<sup>den</sup>  
m<sup>i</sup>d<sup>dle</sup>  
s<sup>n</sup>iffed  
l<sup>i</sup>ft<sup>ed</sup>  
b<sup>i</sup>g<sup>ger</sup>  
s<sup>i</sup>g<sup>nal</sup>  
un<sup>t</sup>il  
ch<sup>i</sup>ld<sup>ren</sup>  
w<sup>i</sup>l<sup>ful</sup>  
s<sup>i</sup>lk<sup>en</sup>  
shr<sup>i</sup>ll  
v<sup>i</sup>l<sup>lage</sup>  
p<sup>i</sup>l<sup>lar</sup>  
f<sup>i</sup>lled  
k<sup>i</sup>lled  
w<sup>i</sup>ll<sup>ing</sup>  
sp<sup>i</sup>lt  
s<sup>i</sup>l<sup>ly</sup>

s<sup>i</sup>l<sup>ver</sup>  
n<sup>u</sup>m<sup>ble</sup>  
gr<sup>i</sup>m<sup>ly</sup>  
ch<sup>i</sup>m<sup>ney</sup>  
pr<sup>i</sup>m<sup>ros</sup>es  
m<sup>ch</sup>es  
w<sup>i</sup>n<sup>dow</sup>  
spr<sup>i</sup>ng  
f<sup>i</sup>n<sup>ger</sup>  
l<sup>i</sup>n<sup>gered</sup>  
s<sup>i</sup>n<sup>ging</sup>  
f<sup>i</sup>n<sup>ished</sup>  
th<sup>i</sup>n<sup>k</sup>ing  
d<sup>i</sup>n<sup>er</sup>  
be<sup>g</sup>,in<sup>ing</sup>  
m<sup>stant</sup>  
w<sup>i</sup>n<sup>ter</sup>  
in<sup>to</sup>  
m<sup>i</sup>n<sup>ute</sup>  
sl<sup>i</sup>pp<sup>ed</sup>  
dr<sup>i</sup>pp<sup>ed</sup>  
dr<sup>i</sup>p<sup>ping</sup>  
sl<sup>i</sup>p<sup>per</sup>  
sl<sup>i</sup>p<sup>per</sup><sup>y</sup>  
sl<sup>i</sup>p<sup>ping</sup>  
wh<sup>i</sup>p<sup>ping</sup>  
cr<sup>i</sup>p<sup>ple</sup>  
w<sup>i</sup>shed  
f<sup>i</sup>shed  
f<sup>i</sup>sh<sup>er</sup>  
f<sup>i</sup>sh<sup>er</sup>man  
f<sup>i</sup>sh<sup>es</sup>  
v<sup>i</sup>s<sup>it</sup>  
k<sup>i</sup>ssed  
tw<sup>i</sup>st<sup>ed</sup>  
s<sup>i</sup>s<sup>ter</sup>  
l<sup>i</sup>s<sup>ten</sup>  
l<sup>i</sup>s<sup>ten</sup>ing  
br<sup>i</sup>st<sup>le</sup>  
th<sup>i</sup>st<sup>le</sup>  
m<sup>i</sup>s<sup>stress</sup>  
m<sup>i</sup>s<sup>t</sup>y  
k<sup>i</sup>tch<sup>en</sup>  
st<sup>i</sup>ch<sup>ing</sup>  
f<sup>i</sup>t<sup>ted</sup>  
s<sup>i</sup>t<sup>ting</sup>  
kn<sup>i</sup>t<sup>ting</sup>  
c<sup>i</sup>t<sup>y</sup>  
l<sup>i</sup>t<sup>tle</sup>  
l<sup>i</sup>ved

l<sup>i</sup>v<sup>ing</sup>  
g<sup>i</sup>ven  
dr<sup>i</sup>ven  
r<sup>i</sup>v<sup>er</sup>  
sh<sup>i</sup>v<sup>ered</sup>  
w<sup>i</sup>z<sup>ard</sup>  
Eng<sup>land</sup>  
pr<sup>e</sup>t<sup>ty</sup>  
b<sup>u</sup>ild<sup>ing</sup>  
b<sup>uilt</sup>  
b<sup>us</sup><sup>y</sup>

## (o)

s<sup>o</sup>bb<sup>ed</sup>  
s<sup>o</sup>b<sup>bing</sup>  
r<sup>o</sup>b<sup>in</sup>  
r<sup>o</sup>ck  
r<sup>o</sup>ck<sup>ed</sup>  
kn<sup>o</sup>ck  
kn<sup>o</sup>ck<sup>ing</sup>  
p<sup>o</sup>ck<sup>et</sup>  
t<sup>o</sup>d<sup>dled</sup>  
l<sup>o</sup>dge  
g<sup>o</sup>d<sup>moth</sup>er  
b<sup>o</sup>d<sup>y</sup>  
of<sup>i</sup>c<sup>er</sup>  
of<sup>t</sup>en  
s<sup>o</sup>ft<sup>ly</sup>  
h<sup>o</sup>l<sup>low</sup>  
f<sup>o</sup>l<sup>low</sup>  
f<sup>o</sup>l<sup>lowed</sup>  
f<sup>o</sup>nd<sup>ly</sup>  
g<sup>o</sup>ne  
sh<sup>o</sup>ne  
a<sup>l</sup>ong  
wr<sup>o</sup>ng  
str<sup>o</sup>ng  
bel<sup>onged</sup>  
l<sup>o</sup>ng<sup>er</sup>  
d<sup>o</sup>n<sup>key</sup>  
h<sup>o</sup>n<sup>our</sup>  
n<sup>o</sup>n<sup>sense</sup>  
c<sup>o</sup>n<sup>stant</sup>  
br<sup>o</sup>nze  
dr<sup>o</sup>pp<sup>ed</sup>  
st<sup>o</sup>pp<sup>ed</sup>  
st<sup>o</sup>p<sup>ping</sup>  
h<sup>o</sup>p<sup>ping</sup>  
f<sup>o</sup>r<sup>est</sup>

s<sup>o</sup>r<sup>ow</sup>  
s<sup>o</sup>r<sup>ry</sup>  
a<sup>cross</sup>  
cr<sup>ossed</sup>  
cr<sup>oss</sup><sup>ly</sup>  
c<sup>ost</sup><sup>ly</sup>  
for<sup>got</sup>  
for<sup>got</sup>ten  
b<sup>oth</sup>er  
c<sup>ot</sup>tage  
tr<sup>ot</sup>ted  
b<sup>ot</sup>tom  
w<sup>an</sup>der  
w<sup>ant</sup>  
w<sup>ant</sup>ed  
qu<sup>ar</sup>relled  
w<sup>as</sup>  
w<sup>ashed</sup>  
wh<sup>at</sup>  
w<sup>atched</sup>  
tr<sup>ough</sup>

## (u)

r<sup>u</sup>bb<sup>ed</sup>  
b<sup>u</sup>b<sup>bling</sup>  
st<sup>u</sup>b<sup>horn</sup>  
ch<sup>u</sup>b<sup>by</sup>  
str<sup>uck</sup>  
d<sup>uck</sup>ling  
l<sup>uck</sup><sup>y</sup>  
s<sup>u</sup>d<sup>den</sup>  
s<sup>u</sup>d<sup>den</sup>ly  
p<sup>u</sup>d<sup>dle</sup>  
m<sup>u</sup>d<sup>dy</sup>  
r<sup>u</sup>d<sup>dy</sup>  
tr<sup>udged</sup>  
s<sup>u</sup>f<sup>ered</sup>  
r<sup>u</sup>f<sup>fled</sup>  
ug<sup>ly</sup>  
gr<sup>u</sup>m<sup>bling</sup>  
s<sup>u</sup>m<sup>mer</sup>  
j<sup>umped</sup>  
j<sup>ump</sup>ing  
b<sup>ump</sup>ing  
th<sup>ump</sup>ing  
ov<sup>er</sup>run  
s<sup>u</sup>n<sup>beam</sup>  
s<sup>u</sup>n<sup>light</sup>  
s<sup>u</sup>n<sup>ny</sup>

s,un shade	p,uss y	h,a zel	eve ning
s,un shine	p,ut ting	g,a zing	r,eached
tr,un dle	w,oun an	l,a zy	t,each er
h,un dred	g,ood bye	a fr,aid	l,ead er
pl,unged	w,ood en	m,aid ens	pl,ead ed
h,un gry	l,ook ing	n,ailed	r,ead ing
f,un ny	f,oot man	s,ailed	re v,ea l
s,up per	f,oot step	s,ail or	gl,eam ing
c,ur rant		w,ail ing	st,eam er
h,ur ry		str,ain	scr,eam ing
h,us band	Long Vowel Sounds	com pl,ain	l,ean er
thr,ush	(a)	re m,ain	l,ean ing
r,ushed	a ble	re m,ained	cl,ean est
bl,ushed	un,a ble	re m,ain ing	m,ean ing
cl,us ter ing	st,a ble man	r,ain bow	l,eaped
fl,ut ter ing	b,a by	p,aint ed	s,ea port
h,ut ton	un l,aced	p,aint ing	h,ear ing
c,ol our	gr,ace ful	r,aised	ap p,ear
be c,ome	sh,ad y	w,ait ed	f,ea red
ov er c,omes	en g,aged	w,ait ing	f,ear ful
c,om ing	a w,ake	f,ai th ful	f,ear less ness
s,ome thing	m,ak ing	pl,ayed	n,ear er
w,on der	be c,ame	pl,ay er	n,ear ly
w,on der ful	n,amed	pl,ay ing	d,ear est
m,on ey	a sh,amed	st,ayed	cl,ear est
a m,ong	str,ange	st,ay ing	w,ear y
sp,onge	str,anger	s,ay ing	p, eas
m,on key	d,an ger	w,ay side	eas y
w,or ries	ch,anged	n,igh bour	eas i er
oth er	ch,anges	w,eight	eas i ly
an,oth er	es c,ape	pr,ey	eat en
oth er wise	a pron	dis o,bey	b,eat en
m,oth er	b,a sin	de sp,air	b,eat ing
br,oth er	ch,as ing	down st,airs	tr,eat ed
n,o thing	h,aste	sc,ared	tr,eat ing
a b,ove	p,as ted	sp,ared	be n,eath
l,ove ly	w,as ted	st,ared	n,eat ly
l,ov ing	t,as ty	st,ar ing	cr,ea ture
c,ov ered	h,at ed	p,ar ent	w,ea ve
c,ov er let	gr,ate ful	c,are ful	f,ee bly
d,oz en	l,at est	c,are ful ly	fl,ee cy
t,ouched	b,athe	can,a ry	in d,eed
e n,ough	b,athed	t,ear ing	suc c,eed
r,ough ly	st,a tion		fr,ee dom
y,oung er	n,a tive	(e)	s,eemed
c,oun try	n,a ture	r,eal	qu,een
u in bull	gr,ave ly	r,eal ly	be tw,een
p,ulled	br,ave ly	b,e ing	gr,een er
p,ull ing	br,av e ry	h,e ro	a sl,ee p
	a m,azed		sl,ee ping

peeped  
 peeping  
 weeping  
 queer  
 cheered  
 cheerful  
 cheerfulness  
 people  
 piece  
 chief  
 grief  
 field  
 fierce  
 believe

## (i)

giant  
 ice  
 icy  
 twice  
 advice  
 niece  
 guide  
 beside  
 rider  
 hiding  
 quiet  
 trifling  
 strife  
 delight  
 delighted  
 brighter  
 awhile  
 smiled  
 silent  
 climbed  
 climbing  
 behind  
 unkind  
 kindness  
 shining  
 tiny  
 violet  
 desire  
 tired  
 arise  
 surprise  
 excited  
 spitefully

white washed  
 alive  
 driver  
 either  
 eye  
 die  
 dying  
 lie  
 lying  
 island  
 buying  
 cry  
 cried  
 crying  
 sky  
 skies  
 reply  
 replied

## (o)

ago  
 noble  
 nobody  
 nowhere  
 going  
 awoke  
 stroked  
 broken  
 behold  
 golden  
 older  
 bolder  
 soldier  
 stolen  
 doleful  
 rolled  
 moment  
 homeward  
 alone  
 lonely  
 only  
 don't  
 won't  
 opened  
 opening  
 suppose  
 cosy  
 noticed  
 over

rover  
 frozen  
 sewed  
 coachman  
 loaded  
 soaked  
 moaned  
 groaning  
 floating  
 though  
 shoulder  
 mouldy  
 mower  
 snowball  
 knowing  
 below  
 lower  
 flowed  
 overflowed  
 glowing  
 growing  
 slowly  
 own  
 owner

## (u)

bugle  
 bugler  
 cured  
 during  
 useful  
 using  
 useless  
 refused  
 music  
 usual  
 saluted  
 duty  
 Europe  
 view  
 beauty  
 beautiful

## a in far

guard  
 garden  
 hardly

hardship  
 market  
 sparkling  
 sparkling  
 darkness  
 darling  
 alarm  
 alarmed  
 charming  
 sharply  
 harsh  
 parted  
 started  
 starting  
 startled  
 artfully  
 starved  
 hurry  
 half  
 path  
 father  
 rather  
 heart  
 heartily  
 laughed  
 laughing  
 aunt

## a in fast

afterwards  
 command  
 answered  
 basket  
 passed  
 past  
 lasted  
 fastened  
 master  
 vaster

## a in fall

walked  
 talking  
 falling  
 almost  
 always  
 altered  
 warlike



# SOME PECULIARITIES IN SPELLING.

-gh sounded like f

laugh	trough
laughed	cough
laughter	_____
draught	rough
	enough

-gh silent.

caught	delight
taught	right
daughter	fright
slaughter	bright
naughty	_____
haughty	height
_____	sleight
ought	_____
fought	dough
brought	though
nought	although
sought	_____
bought	bough
thought	plough
_____	slough
high	_____
nigh	eight
sigh	weight
fight	freight
might	weigh
night	neigh
sight	sleigh
tight	neighbour
slight	

g silent.

sign	deign
design	reign

resign  
consign

feign  
foreign

k silent.

knead	knot
kneaded	knock
knee	know
knit	knowing
knitting	knowledge
knife	knew

b silent.

lamb	debt
jamb	doubt
climb	doubtless

h silent

heir	honest
hour	honour

w silent.

wrap	wring
wrath	wrong
wretch	write
wreck	wrote
wrest	wrought

who	sword
whole	answer

l silent.

half	talk
halves	stalk
calf	walk
calves	_____
	folk

could	should
would	

t is silent.

nestle	fasten
wrestle	hasten
bustle	listen
rustle	glisten
whistle	often
thistle	christen

p silent.

tempt	empty
attempt	contempt

u silent.

guard	gaude
guess	guile
guest	guise

Some odd words.

ache	heart
eye	island
handsome	once

## WORDS SPELLED ALIKE BUT PRONOUNCED DIFFERENTLY.

close ( <i>to shut</i> ).
close ( <i>near</i> ).
lives ( <i>has life</i> ).
lives ( <i>carcens of persons</i> ).
minute ( <i>part of time</i> ).
minute ( <i>very small</i> ).

tear ( <i>from eyes</i> ).
tear ( <i>in pieces</i> ).
use ( <i>advantage</i> ).
use ( <i>to employ</i> ).

## WORDS SPELLED DIFFERENTLY AND PRONOUNCED ALIKE.

by ( <i>beside, near</i> ).
buy ( <i>for money</i> ).
bye ( <i>good-bye</i> ).
I ( <i>pronoun</i> ).
eye ( <i>what we see with</i> ).
aye ( <i>always, yes</i> ).
right ( <i>correct, not wrong</i> ).
rite ( <i>a religious usage</i> ).
write ( <i>to put down in words</i> ).
they're ( <i>they are</i> ).
there ( <i>in that place</i> ).
their ( <i>belonging to them</i> ).
two ( <i>one and one together</i> ).
to ( <i>in the direction of, toward; this</i> ).
too ( <i>also, over</i> ).

bare ( <i>without covering</i> ).
bear ( <i>animal</i> ).
bear ( <i>to carry</i> ).
rein ( <i>of horse</i> ).
rain ( <i>from clouds</i> ).
reign ( <i>of king or queen</i> ).
ate ( <i>did eat</i> ).
eight ( <i>the number</i> ).
air ( <i>what we breathe</i> ).
heir ( <i>of property</i> ).
bad ( <i>evil</i> ).
bade ( <i>ordered</i> ).
use ( <i>to employ</i> ).
yews ( <i>trees of that name</i> ).

| bean (*plant*)  
 | been (*part. of 'to be'*).  
 | beach (*shore*).  
 | beech (*tree*)  
 | climb (*to go up*).  
 | clime (*country*).  
 | course (*of a race*)  
 | coarse (*not smooth*).  
 | dew (*on grass*).  
 | due (*of debt*)  
 | die (*cease to live*)  
 | dye (*to change colour*)  
 | done (*finished*)  
 | dun (*colour*)  
 | fare (*of journey; food*)  
 | fair (*not dark*).  
 | feet (*used in walking*)  
 | feat (*great deed*)  
 | great (*large*).  
 | grate (*for fire*).  
 | heart (*in body*)  
 | hart (*male of deer*).  
 | heard (*with ears*)  
 | hard (*not soft*)  
 | hole (*opening*).  
 | whole (*not broken*).  
 | hour (*of time*)  
 | our (*to us*).  
 | knew (*did know*)  
 | new (*just made*).  
 | know (*be aware of*)  
 | no (*not any*).  
 | knight (*title*)  
 | night (*from sunset to sun-  
rise*).  
 | knot (*a tie*)  
 | not (*used in denial*).  
 | lie (*untruth*).  
 | lye (*siding on railway*).

| load (*burden*).  
 | lode (*vein of metal*)  
 | made (*did make*).  
 | maid (*young woman*)  
 | might (*power*)  
 | mite (*very small particle,  
small corn*)  
 | one (*of a single thing*).  
 | won (*gained*)  
 | pane (*of window*)  
 | pain (*of suffering*)  
 | peace (*rest, quiet*)  
 | piece (*a portion*).  
 | place (*spot, position*)  
 | plaice (*kind of fish*)  
 | pray (*to beg*)  
 | prey (*booty, spoil*)  
 | road (*way*)  
 | rode (*did ride*)  
 | rough (*not smooth*)  
 | ruff (*for neck*)  
 | sail (*of ship*).  
 | sale (*of goods*).  
 | scene (*view*)  
 | seen (*observed*)  
 | sea (*of water*)  
 | see (*to behold*)  
 | seam (*of cloth, &c*)  
 | seem (*to appear*)  
 | stairs (*flights of steps*).  
 | stares (*looks hard at*).  
 | staid (*steady*).  
 | stayed (*stopped*)  
 | some (*more than one*).  
 | sum (*the whole or total*).  
 | sole (*only*)  
 | soul (*the spirit*).  
 | throne (*of ruler*).  
 | thrown (*cast*).



| threw (*did throw*).  
 | through (*from side to side*)  
 | tail (*of animal*).  
 | tale (*story*).  
 | vain (*foolish*)  
 | vein (*for blood*).

| wait (*to stay for*)  
 | weight (*of load or burden*).  
 | wood (*of tree*).  
 | would (*part. of will*)  
 | ware (*goods*).  
 | wear (*to have on, of clothes*).

## WORDS TO BE DISTINGUISHED IN SPELLING AND NAMING.

| where (*in what place*)  
 | wear (*to have on, as clothes*).  
 | real (*true, actual*).  
 | reel (*for thread, also dance*)  
 | quite (*completely*).  
 | quiet (*still*).  
 | piece (*a part*).  
 | peace (*quietness*).  
 | peas (*of plant*).  
 | pease (*as bushel of pease*)  
 | white (*colour*)  
 | wight (*person*).  
 | poor (*needy, in want*)  
 | pure (*without stain, un-  
mixed*).

| whale (*large sea animal*).  
 | wail (*to lament*).  
 | wale (*a stripe from a stroke*)  
 | loose (*not tied*)  
 | lose (*cease to have*).  
 | does (*performs*)  
 | dose (*of a drug*).  
 | cloths (*pieces of cloth*)  
 | clothes (*dress*).  
 | currant (*small fruit*)  
 | current (*stream*)  
 | news (*tidings*)  
 | noose (*running knot*).  
 | which (*relative pronoun*).  
 | witch (*roman in league  
with evil spirits*).

## TO ADD SYLLABLES.

A. When the syllable added begins with a vowel.

I. Words of one syllable ending in a single consonant with a single vowel before it double the consonant.

*step*   *step'p ed*   *step p ing*  
*thin*   *thin'n er*   *thin n est*  
*red*   *red'd er*   *red'd est*

II Words of more than one syllable ending in a single con-

sonant with a single vowel before it, and having the accent on the last syllable, also double the consonant.

*commit*   *commit't ed*   *committ' ing*  
*acquit*   *acquit't al*   *acquit't ance*

III. When the word does not end in a single consonant no change is made.

*twist*   *twist ing*   *twist ed*  
*harsh*   *harsh er*   *harsh est*

IV. If the consonant is not preceded by a single vowel it is not doubled.

*toil toil ing toil er*  
*fair fair er fair est*

V. In words of more than one syllable, when the accent is not on the last syllable the final consonant is not doubled even when it has a single vowel before it.

*visit visit or visit ed*  
*differ differ ed differ ing*

VI. Words ending in e drop e before adding the syllable.

*make mak er mak ing*  
*brave brav er brav est*

VII. Words ending in y usually change y into i.

*prett y prett i er prett i est*  
*carr y carr i es carr i ed*

VIII. Words ending in y keep y before ing or ish

*pty pty ing*  
*baby baby ish*

IX. Words in ye, ee, oe keep the e before ing.

*dye dye ing*  
*shoe shoe ing*  
*flee flee ing*

X. Words ending in ie change ie into y before ing

*die dy ing*  
*lie ly ing*

XI. Words ending in ce or ge keep the e before able or ous.

*peace peace able*  
*courage courage ous*

B. When the syllable added begins with a consonant.

I. Words ending in ll drop as a rule one l.

*will wil ful*  
*skill skil ful*  
*all at most*

II. Words ending in a double letter keep it double before an ending not beginning with the same letter.

*gruff gruff ly*  
*shrill shrill ness*  
*dull dull ness*

Note that only words of one syllable, and a few words formed from them, end in double ll.

*hill till uphill*

III. Words ending in y change y into i.

*pty pit i ful*  
*mery merr i ment*

IV. y with a vowel before it is not changed as a rule.

*boy boy hood*  
*joy joy less joy ful*

# GRAMMAR.

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I. When a number of words taken together make sense, they form what is called a **SENTENCE**.

(a) "Oh, dear!" said Bray, the donkey, to himself.

(b) Men have the best time of it.

(c) How my poor sides do ache!

## EXERCISE 1

Pick out the sentences in "The Brown Thrush"

## EXERCISE 2.

Pick out the sentences in "Don't be a Coward", paragraphs 4, 5, 6.

## PARTS OF A SENTENCE.

II. There are **TWO PARTS** in every sentence: (a) The **TELLING PART**. (b) The **NAMING PART**

(a) The part which when read by itself makes the reader ask and answer the question made by putting Who or What before it, is called the **telling part** or **stating part**.

**EXAMPLE:** Little Pip the monkey was full of tricks. "*Was full of tricks*" read by itself makes the reader ask "Who was full of tricks?" The answer is "Little Pip, the monkey".

*Was full of tricks* is called the **telling part** or **stating part**.

(b) The part which answers the question asked by putting Who or What before the **telling part** is called the **naming part**.

**EXAMPLE:** His tricks seldom did much harm.

Question, What seldom did much harm? Answer, *His tricks*.

*His tricks* is called the **naming part**

III. The **Telling Part** is often called the **PREDICATE** and the **Naming Part** the **SUBJECT**: as, "The gentleman (*subject*) laughed at the story" (*predicate*).

## EXERCISE 3.

*Pick out the stating part.*—1. Pip was looking out of the window. 2. He rushed out of the house. 3. The monkey slipped from the saddle. 4. The horse went on. 5. He ran all the way to town.

## EXERCISE 4.

*Pick out naming part* —1. Rain had been falling for a long time. 2 The trees were dripping 3. She began to cry. 4. The sky seemed to grow brighter. 5 She ran down the garden path.

## EXERCISE 5.

*Pick out the stating part and the naming part.*—1. Grace came to a stile 2 Her shoes and socks were soaked. 3. She saw a cow. 4. The rainbow has run away from me.

## EXERCISE 6.

Pick out sentences and give their parts in "A True Story", verses 5, 6, and 7.

## VERB

IV. The chief word in the telling part, the word that states, is called a Verb.

(a) Dick Day's eyes *sparkled* *Sparkled* is a verb.

(b) His aunt *put* her hand into the cage. *Put* is a verb

When you put **Who** or **What** before a word, and in doing so ask a question which one other word in the sentence answers, the word before which *who* or *what* is put is a verb

What sparkled? Answer, *Eyes* Sparkled is a verb.

Who put? Answer, *Aunt*. Put is a verb.

## EXERCISE 7.

*Pick out the verbs in* —1. Asked his aunt. 2 They were all so pretty. 3 I will make you a present of it. 4. Dick held the little bird. 5 His heart beat with joy. 6 Suddenly the boy's manner changed.

## EXERCISE 8.

Pick out the verbs in "Dick and his Canary.—II.", pars. 6, 7, 8

## NOUN.

V. A Noun is a name; as, His *mother* opened the *corner* of her *apron* a little *way*

The words in italics are nouns because they are names

The chief word in the naming part, the word that answers the question formed by putting who or what before the verb, is usually a NOUN.

EXAMPLE.—*Dolls are looking out of all the windows*

*Dolls* tells the name of what are looking out of the windows.  
*Dolls* is a noun.

EXAMPLE —“*Yes,*” *replied her mother.*

*Mother* tells the name of who replied.  
*Mother* is a noun.

Notice that the word put after a verb to complete the sense, and answering the question formed by putting **Whom** or **What** after the verb, is also usually a noun; as, *He could hardly keep back his tears.* *Tears* is a noun.

## EXERCISE 9.

*Pick out the nouns in* —1. The people in it were as busy as bees. 2 He cut out tiny boots and slippers. 3. The younger children pasted the soles. 4. The mother stitched. 5. The children sewed on the buttons.

## EXERCISE 10.

Pick out the nouns in “When the Fishing-boat Comes in”.

## EXERCISE 11.

Pick out the sentences in “Animals that Like Music”, pars 1, 2, 3. Give their naming part and their stating part

## EXERCISE 12.

*Pick out the nouns and verbs in.*—1. Soft-foot was a little gray rabbit. 2. Heavy rains were falling. 3. The river became very full. 4. They scrambled up the rough bark. 5. The hutch was damp and muddy.

## ADJECTIVE.

Sometimes words are added to a noun to describe more fully the object of which it is the name; as, *There lay in his big pocket a pretty white rabbit.*

*Big* describes pocket more fully, tells *what sort* of pocket it was.

*Pretty* and *white* describe rabbit more fully

Words like *big*, *pretty*, and *white* cannot stand by themselves; you must supply the noun. *A big what? A big pocket*

VI. A word added to a Noun to make its meaning more full and clear is an Adjective.

EXAMPLE.—I should be pleased to have a *golden* herring.

*Golden* is an adjective.

## EXERCISE 13.

Pick out the adjectives in "A Basin of Soup.—III "

## EXERCISE 14.

*Pick out parts and tell adjectives in* —1. I never saw my old donkey trot like this before 2. The donkey was quite clean and fat. 3 I painted the old cart.

## EXERCISE 15.

Pick out the adjectives in "Tom Smith's Shoes", Parts I., II., III., and IV.

VII Adjectives answer about nouns the questions asked by (a) *What sort?* (b) *How much?* (c) *How many?* (d) *Which?*

(a) George Tiller lived in a *pretty country* town. *Pretty and country* tell *what sort* of town.

(b) He was *twelve* years old. *Twelve* tells *how many years*.